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# **Special Operations Forces Language and Culture Needs Assessment Project: Training Emphasis: Language and Culture**



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## EXECUTIVE SUMMARY

This report focuses on the direct evaluation of language and culture training needs from the perspective of Special Operations Forces (SOF) operators and leaders who completed the *2009 SOF Language and Culture Needs Assessment (LCNA)* survey. Specifically, this report presents answers from SOF personnel to the following question: When asked directly, what do survey respondents think should be emphasized in language and culture training to prepare SOF operators for missions? This *training emphasis* approach relies on the expertise and experience of individuals familiar with the job (i.e., SOF operators and SOF leaders) to identify language and culture knowledge and skills required for successful mission performance.

Given constant changes in its operational environments, the United States Special Operations Command (USSOCOM) needs to ensure that language and culture training are meeting the current and future needs of SOF operators and leaders. Many SOF mission tasks require language skills and cultural knowledge to communicate effectively. If training does not emphasize language skills or culture knowledge typically used on missions, then SOF operators will not be prepared for their language and culture-related mission requirements. Furthermore, training that focuses on language skills and culture knowledge that are not used on missions will result in a lower return on investment for the organization and can have more serious consequences for SOF operators and their units in the field. Training designed with relevant content can provide SOF operators with the knowledge and skills needed to successfully perform their language and culture-related mission requirements.

Overall, SOF operators and leaders agreed that all language activities/tasks included on the *2009 SOF LCNA* survey<sup>1</sup> should receive *at least* moderate to considerate emphasis in training (Sections II and III). This suggests that language training needs are largely consistent across SOF jobs/missions; however, some subgroups within the SOF community may require additional, customized training to address their unique language and culture capability needs. The language activities/tasks that received the highest emphasis ratings from SOF operators and leaders involved active social interaction and military environment control. The language activities/tasks involved in social interactions that received the highest training emphasis ratings were:

- Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel
- Making initial INFORMAL greetings when introduced to individuals
- Making initial FORMAL greetings when introduced to individuals

Language activities/tasks involving military environment control that received the highest training emphasis ratings were:

- Increasing situational awareness
- Maintaining control in hostile situations

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<sup>1</sup> Given the limitations of the survey process, a small number of mission activities and tasks were provided to respondents for emphasis ratings. The activities and tasks were created by SOF operators and selected based on broad applicability in SOF. The list is not intended to be exhaustive. A complete list would consist of hundreds of activities and tasks. The purpose of this document is not to provide an in-depth task analysis, but to provide standard input from many SOF operators and leaders on a sample of activities and tasks.

In terms of culture training, SOF operators and leaders agreed that all culture topics included on the survey should have *at least* moderate or considerable emphasis in training. Culture topics that could enhance rapport building received highest training emphasis ratings. These topics were:

- Customs, conventions, and norms for behavior
- Current political situation in the deployment region
- Rules of etiquette in the deployment region

Language activities/tasks that received the lowest emphasis ratings from SOF operators and leaders (e.g., writing lists, reading important documents, eavesdropping) involved the use of reading, writing, and passive listening skills.

Findings also suggest that some subgroups, such as Army SOF types (i.e., Civil Affairs—CA, Psychological Operations—PSYOP, Special Forces—SF) need additional, customized language training that focuses on the language activities/tasks and culture topics that are typical on their missions. Specifically, each SOF type reported higher emphasis ratings for language activities/tasks and culture topics that complement their job and mission responsibilities. For example, SF operators provided higher training emphasis ratings for two language activities/tasks that are relevant to their mission: giving commands and maintaining control in hostile situations. Alternatively, CA operators (and to some extent, PSYOP operators) gave higher training emphasis ratings for most language activities/tasks included in the survey (e.g., situational awareness, building rapport, making formal greetings, reading signs, etc.). For the culture topics, CA and PSYOP operators consistently placed higher emphasis than SF operators on most culture topics.

Prior deployment experience also influenced SOF operators' emphasis ratings. Respondents with no inside area of responsibility (AOR) deployment experience reported higher emphasis ratings for tasks involving reading, writing, and advanced conversational skills (i.e., conducting business negotiations, reading important documents, reading signs, and writing lists) than those with inside AOR deployment experience. Furthermore, SOF operators who experienced more deployments (i.e., 6 deployments) reported higher emphasis ratings for using military-technical vocabulary, training or teaching others, and increasing situational awareness, than SOF operators with fewer or no deployments. These findings suggest that deployment experience provides SOF operators with practical application of language and, therefore, allows these operators to identify language activities/tasks that are encountered during SOF missions. It should also be noted that experienced SOF personnel may have deployed on a wider variety of missions, whereas, newer SOF personnel may have only been deployed in Iraq and Afghanistan. This difference may affect views of training emphasis.

SOF operator and leader comments regarding topics that should be emphasized in language and culture training supported emphasis ratings for the activities, tasks, and topics included on the *2009 SOF LCNA* survey (Section IV). For example, some comments indicated the specific need to train speaking and listening skills, as well as mission-related vocabulary. Respondents suggested SOF operators should learn communicative and conversational approaches that they may engage in during a mission (e.g., tactical questioning, giving commands). These comments are consistent with the language activity/task emphasis

ratings indicating that active social interaction and military environment control should receive the highest level of emphasis during language training.

This report narrowly focuses on one piece of information that—when integrated with findings from other *Tier I* reports into *Tier II* reports—USSOCOM can use to inform language and culture training decisions to align training with job and mission requirements for SOF operators. Findings from this report will be integrated with findings from three other *Tier I* reports that use a job analytic approach—*Inside AOR Use of Language*, *Outside AOR Use of Language*, and *Inside/Outside AOR Use of Cultural Knowledge*—to establish training guidance and recommendations from the field. Integration of these reports will result in three *Tier II* reports: *Language Training Guidance*, *Culture Training Guidance*, and *Current State of Language Training*, which will provide recommendations for language and culture training design and delivery. By combining frequency and importance data on language and culture usage from survey respondents' most recent inside and outside AOR missions with the training emphasis findings, the limitations of any single technique will be minimized and a more complete picture of language and culture training requirements will be provided. This information can be used to develop relevant training objectives and, in turn, effective training programs that target language and culture knowledge and skills that underlie mission requirements.

For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly ([john.donnelly@socom.mil](mailto:john.donnelly@socom.mil)). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface ([esurface@swa-consulting.com](mailto:esurface@swa-consulting.com)) or Dr. Reanna Poncheri Harman ([rpharman@swa-consulting.com](mailto:rpharman@swa-consulting.com)) with SWA Consulting Inc.

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## SECTION I: REPORT AND PROJECT OVERVIEW

### *Training Emphasis: Language and Culture Report Purpose*

The United States Special Operations Command (USSOCOM) needs to ensure that SOF operators are adequately prepared to meet the language and culture requirements of their missions. This preparedness is built through language and culture training provided by institutional (e.g., USAJFKSWCS) and command language programs (CLPs) throughout the Special Operations Forces (SOF) community. This training needs to focus on language skills and cultural knowledge that SOF operators will utilize on their jobs/missions. These needs may differ depending on the type of mission and therefore, language and culture training should focus on skills and knowledge used by the target audience. For example, a Direct Action (DA) mission may require vocabulary such as commands (e.g., “get down!” or “drop your weapon!”), whereas a Civil Affairs Operations (CAO) mission may require SOF operators to engage in rapport-building interactions with locals in the target region. The training should reflect the language proficiency and culture competence underlying the specific mission and job activities/tasks, as well as the specific vocabulary for these language and culture requirements.

To identify the language skills and cultural knowledge needed for SOF missions, a training needs assessment (TNA) is an appropriate method to use. TNA is a method that identifies training requirements that can be used to develop training that is aligned with mission requirements. One approach to TNA is to directly ask SOF operators and leaders what activities and tasks should be emphasized in language and culture training. This approach relies on the expertise and experience of individuals familiar with the job (i.e., SOF operators and SOF leaders) to identify critical language activities/tasks and culture topics for which SOF operators should be capable in order to perform successfully on missions. Through a knowledge, skills, and abilities (KSAs) analysis conducted by language and culture experts, these activities/tasks can then be decomposed into the underlying KSAs, which will guide learning objectives and training design/delivery. Language and culture experts ensure that knowledge and skill objectives are properly established so that the proficiency level is appropriately set and the relevant vocabulary is included to reach the desired performance standard. Specifically, this report addresses the following question: When asked directly, what do survey respondents think should be emphasized in language and culture training to prepare SOF operators for missions? SOF operators and leaders rated how much emphasis in training should be devoted to a series of general mission tasks and activities developed from focus groups with SOF operators.<sup>2</sup> Also, they had the opportunity to identify additional activities/tasks and content areas.

Collecting training emphasis ratings is just one TNA approach. Another approach for determining language and culture training needs, grounded in a job analysis framework as well, involves asking participants to identify the language and culture mission activities and tasks that are frequently performed and important. For this approach, participants provide ratings of frequency and importance in a mission

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<sup>2</sup>Given the limitations of the survey process, a small number of mission activities and tasks were provided to respondents for emphasis ratings. The activities and tasks were created by SOF operators and selected based on broad applicability in SOF. The list is not intended to be exhaustive. A complete list would consist of hundreds of activities and tasks. The purpose of this document is not to provide an in-depth task analysis, but to provide standard input from many SOF operators and leaders on a sample of activities and tasks.



context based on their most recent mission or a prototypical mission.<sup>3</sup> The frequency and importance rating approach was employed on the 2009 *SOF LCNA* survey as well, and the results are reported in three separate *Tier I* reports (i.e., *Inside AOR Use of Language*, *Outside AOR Use of Language*, & *Inside/Outside AOR Use of Cultural Knowledge*). Findings from the current report, focusing on the direct evaluation of training emphasis, will complement findings from the other *Tier I* reports that use a job analytic approach. These emphasis ratings, when integrated with other information, can form the basis of mission-related training guidance and can be used by training designers, command language program managers (CLPMs), and instructors to supplement general proficiency instruction.

This report presents the specific details related to language activities/tasks and culture topics that SOF operators and SOF leaders believe should be included in SOF language and culture training. The report is divided into five sections with a number of supporting appendices. Section II provides findings related to SOF operators' and SOF leaders' training emphasis ratings on a variety of language activities and tasks. Section III provides finding related to training emphasis ratings provided by SOF operators and SOF leaders on a variety of culture tasks and activities. Section IV summarizes comments provided by SOF operators and SOF leaders related to language and culture training emphasis (e.g., what should be emphasized, what should not be emphasized, how topics should be emphasized in training). Section V provides implications and conclusions based on findings presented in Sections II, III, and IV of this report. Appendix A (pp. 43-44) details the 2009 *SOF Language and Culture Needs Assessment (LCNA) Project*, and Appendix B (pp.45-47) provides an overview of report methodology, including participants, measures, and analyses. Appendix C (pp. 48-49) presents the survey items included in this report.

## LCNA Project Purpose

The Special Operations Forces Language Office (SOFLO) commissioned the 2009 *SOF LCNA Project* to gain insights on language and culture capability and issues across the United States Special Operations Command (USSOCOM). The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009 from personnel in the SOF community, including operators and leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. The specific reports in each of these tiers will be determined and contracted by the SOFLO. *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. Report topics are determined by the SOFLO and are subject to change.

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<sup>3</sup> It should be noted that current experiences in Iraq and Afghanistan may be driving responses and these may not reflect language and culture requirements in other areas of responsibility (AOR).

**Relationship of *Training Emphasis: Language and Culture* to the LCNA Project**

Findings from the *Training Emphasis: Language and Culture* report will be integrated with four other *Tier I* reports—*Initial Acquisition Training*, *Sustainment/Enhancement Training*, *Immersion*, and *Language Resources, Technology, & Self-Study*—into a *Tier II* report, *Current State of Language Training*. Additionally, this report's findings will also be integrated with four other *Tier I* reports (in addition to those already mentioned)—*Inside/Outside AOR Use of Cultural Knowledge*, *Inside AOR Use of Language*, *Outside AOR Use of Language*, and *Culture Training*—into two *Tier II* reports, *Language Training Guidance* and *Culture Training Guidance* (Appendix A presents the report structure).

## SECTION II: LANGUAGE TRAINING EMPHASIS

SOF operators perform many activities and tasks that require some level of language proficiency to function effectively on missions. Having the appropriate language proficiency to support these activities/tasks can be critical to job performance and mission success. Therefore, it is important to identify language-related activities/tasks that SOF operators conduct on the job and the underlying language proficiency required for successful performance on these activities/tasks in order to emphasize these during language training. Training content that is not relevant to SOF missions or fails to address relevant SOF mission activities/tasks will not prepare operators for their language-related mission requirements. This lack of preparedness will result in a lower return on language training investment for the organization, unit, team, and individual and can have a real impact on mission success. If training emphasizes relevant content, there will be a greater return on training investments, such as time and resources (Goldstein & Ford, 2002), and SOF operators will be adequately prepared for their language-related mission requirements, increasing mission success and decreasing language-related mission constraints (i.e., problems). Data from SOF operators and leaders on the language-related activities/tasks to emphasize during training allows experts to develop learning objectives for successful training design and delivery. This section presents data from SOF operators and leaders across the SOF community<sup>4</sup> on how much emphasis to place on various language-related activities/tasks during training. The language-related activities and tasks rated on the survey were developed and re-validated from SOF operator focus groups in 2004 and 2009.<sup>5</sup> Language experts and training designers can use findings presented in this section to inform training objectives and subsequent instructional design.

SOF operators have a variety of job and mission responsibilities, which leads to different uses of and reliance on language. The language-related activities/tasks required for missions may vary across and within SOF units. Therefore, recommended training emphasis (content and focus) may differ depending on the area of responsibility (AOR), core SOF tasks, mission tasks, job tasks, and other factors involved for a particular deployment, mission or role. SOF operators and leaders are likely to advocate for more training emphasis on the types of activities/tasks operators in their units regularly perform.<sup>6</sup> Experienced SOF operators and leaders with knowledge of SOF mission requirements rated a series of language-related activities/tasks on the amount of emphasis they should receive during language training to best prepare operators for their missions. In recognition of the variety in language-related requirements, this report presents the impact of various factors, such as SOF type, when relevant.

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<sup>4</sup> When referring to the SOF community, this report focuses only on the SOF operators and unit leaders who participated in the survey and responded to these specific items. Please see Appendix B (Methodology) and the *Participation Report* (Technical Report #2010011003) for more information about survey respondents.

<sup>5</sup> Given the limitations of the survey process, a small number of mission activities and tasks were provided to respondents for emphasis ratings. The activities and tasks were created by SOF operators and selected based on broad applicability in SOF. The list is not intended to be exhaustive. A complete list would consist of hundreds of activities and tasks. The purpose of this document is not to provide an in-depth task analysis, but to provide standard input from many SOF operators and leaders on a sample of activities and tasks.

<sup>6</sup> It should be noted that current experiences in Iraq and Afghanistan may be driving responses and these may not reflect language and culture requirements in other areas of responsibility (AOR).

## Research Questions

- According to SOF operators and leaders, which language-related activities and tasks should receive the most emphasis during training? Which activities and tasks should receive the least emphasis?
- Are there differences between SOF operators and leaders regarding which activities and tasks should receive emphasis during training?
- Are there differences across relevant SOF groups (SOF components, USASOC units, etc.) regarding which activities and tasks should receive emphasis during training?

## Main Findings

Overall, SOF operators and leaders indicated all language activities and tasks presented on the survey should be *at least* moderately emphasized during training; however, there was some variation on how much emphasis certain activities and tasks should receive (Figure 1, p. 13). SOF operators and leaders agreed that language activities and tasks involving active social interaction (e.g., building rapport, greeting others) and military environment control (e.g., situational awareness, maintaining control) need the most emphasis in training. Further, activities and tasks that received the lowest emphasis ratings (e.g., writing lists, reading important documents, eavesdropping) rely on reading, writing, and passive listening skills. Based on the survey data from SOF personnel, speaking and participatory listening activities/tasks appear to require the most training emphasis (focus and content of training).

SOF operators and leaders disagreed on the degree of emphasis that should be placed on language activities/tasks (Table 1, p. 14). However, their results were fairly consistent with only some rank order disagreements. For example, SOF leaders indicated that making formal greetings should more emphasized than SOF operators (Table 2, pp. 16-18).

Training emphasis differences were also found across Army SOF types [i.e., Civil Affairs (CA), Psychological Operations (PSYOP), and Special Forces (SF)], such that CA and PSYOP operators advocated higher emphasis than SF operators for language activities/tasks that complement their job and mission responsibilities (e.g., increasing situational awareness, building rapport, greeting others; Appendix D, Table 1, pp. 50-55 presents operator responses by SOF type). SF operators also advocated higher emphasis for activities and tasks that complement their job and mission responsibilities (e.g., giving commands, maintaining control in hostile situations). Additionally, several of these differences were consistent across SOF operators and leaders (Appendix E, Table 1, pp. 58-63 for leader responses by SOF type). This suggests that each SOF type needs customized language training that focuses on the language activities and tasks that they typically execute on their missions; however, there appears to be some consistencies that can be leveraged in developing training content with different emphasis within each SOF type.

Small emphasis differences were found for SOF operators with different deployment experiences (i.e., number and type of deployments). SOF operators with no inside AOR deployment experience reported higher emphasis ratings for activities and tasks involving reading, writing, and advanced conversational

skills (i.e., conducting business negotiations, reading documents, signs, and writing lists) than those with inside AOR deployment experience. Furthermore, SOF operators who experienced more deployments (i.e., 6 deployments) reported higher emphasis ratings for using military-technical vocabulary, training or teaching others, and increasing situational awareness, than SOF operators with fewer or no deployments. These findings suggest that deployment experience provides SOF operators with practical application of language and, therefore, allows these SOF operators to identify language activities and tasks that are encountered during missions. This also suggests that more experienced SOF personnel have deployed on a wider variety of missions, whereas, newer SOF personnel may have only been deployed in Iraq and Afghanistan. This difference may impact the views of training emphasis.

### **Detailed Findings**

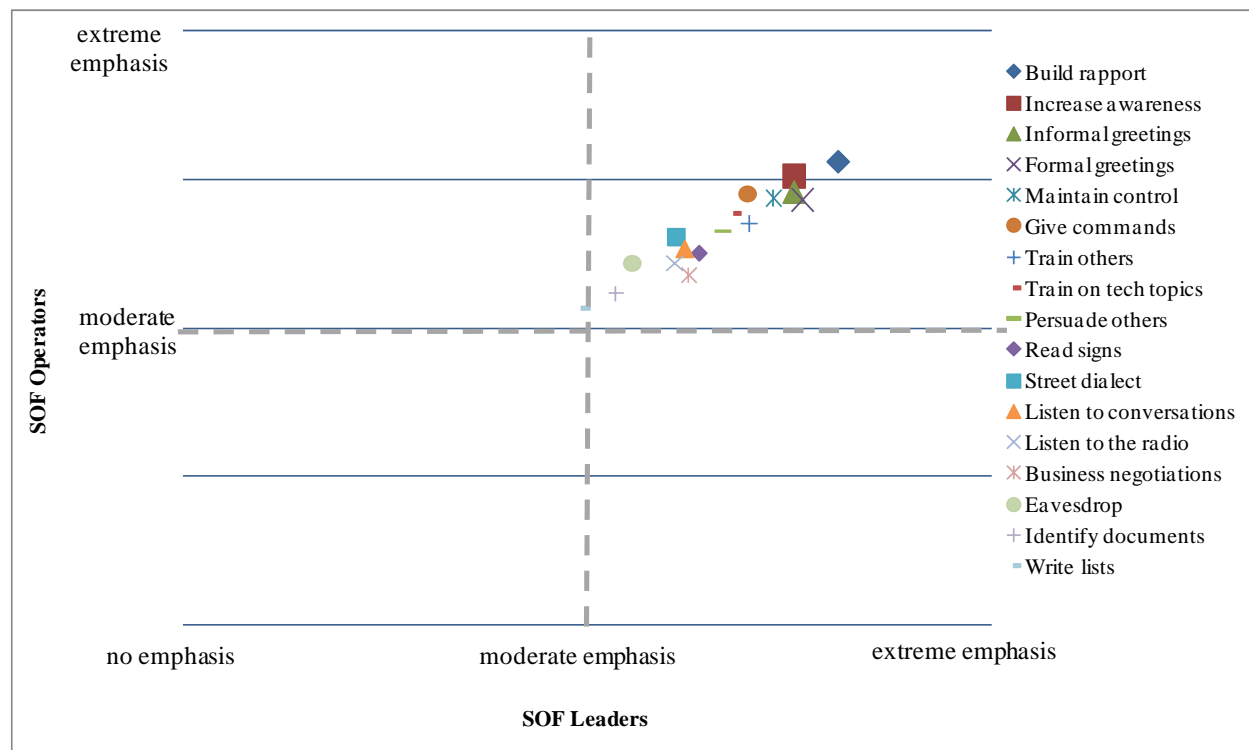
SOF operators and leaders generally agreed that language training for SOF operators should put *at least* moderate emphasis on all language activities and tasks presented on the survey (Figure 1, p. 13). SOF operators and leaders reported highest training emphasis ratings for activities and tasks that relate to 1) active social interactions with individuals in the deployment location (e.g., building rapport and greetings) and 2) military environment control, including (Table 1, p. 14):

- Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel
- Increasing situational awareness
- Making initial INFORMAL greetings when introduced to individuals
- Making initial FORMAL greetings when introduced to individuals
- Maintaining control in hostile situations

Overall, SOF operators and leaders indicated that the lowest emphasis should be placed on activities and tasks requiring reading, writing, and passive listening skills, including (Figure 1, p. 13):

- Writing lists of supplies for a local guide to purchase
- Reading in the language to identify important documents
- Discrete eavesdropping

Figure 1. SOF Leader and Operator Average Emphasis Ratings for Language Activities/Tasks



Note. See Appendix C for full description of all language activity/task items.

*Table 1. Top Five Language Activities/Tasks across USSOCOM*

| <b>Overall</b>                               | <b><i>SOF operators</i></b>                  | <b><i>SOF leaders</i></b>                    |
|--|--|--|
| 1. Using language to build rapport           | 1. Use language to build rapport             | 1. Using language to build rapport           |
| 2. Increasing situational awareness          | 2. Increasing situational awareness          | 2. Making initial FORMAL greetings           |
| 3. Making initial INFORMAL greetings         | 3. Making initial INFORMAL greetings         | 3. Increasing situational awareness          |
| 4. Making initial FORMAL greetings           | 4. Giving commands (e.g., “Get down!”)       | 4. Making initial INFORMAL greetings         |
| 5. Maintaining control in hostile situations | 5. Maintaining control in hostile situations | 5. Maintaining control in hostile situations |

*Note.* See Appendix C for full description of all language activity/task items.

*Additional Language Activities and Tasks*

Survey respondents had the option to generate and rate up to two additional language activities and tasks to be emphasized in training. Overall, SOF operators provided 12 additional language activities and tasks and SOF leaders provided 40. Verbatim responses are provided in Appendix F (pp. 66-69). Most responses involved training emphasis on:

## SOF operators

- Working with foreign groups (e.g., joint planning)
- Conversational skills
- Speaking and listening skills
- Vetting interpreters

## SOF leaders

- Communicative techniques (e.g., persuasive techniques, negotiation)
- Mission-centered tasks (e.g., PSYOP product analysis) and vocabulary
- Rapport-building communication
- Appropriate communication with status groups (e.g., key leader engagements)
- Understanding/identifying dialects





























































These activities and tasks are consistent with the previous finding in that respondents advocated for more training emphasis on active interpersonal interaction and rapport building, as well as mission-specific knowledge and skills.

*Comparing SOF Operators and SOF Leaders*

Overall, SOF operators and leaders agreed on the language activities and tasks that should be emphasized during language training, with the exception of three activities/tasks (Table 2, pp. 16-18). SOF operators placed higher emphasis than leaders on using street dialect and eavesdropping. SOF leaders placed higher emphasis than operators on formal greetings. This may suggest that SOF operators want more emphasis placed on informal use of the language, and SOF leaders want training to focus on formal use of the language, which would be consistent with role differences.































































Table 2. Language Activity/Task Ratings across USSOCOM

| Item  | Group     | <i>n</i> | Mean  | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|----------|-------|--|--|---|---|---|
| Using language to build rapport with local militia leaders, soldiers, and/or indigenous personnel | Operators | 863      | 4.12  | 2%    | 3%    | 19%    | 33%    | 43%    |
|   | Leaders   | 808      | 4.24  | 2%    | 4%    | 10%    | 37%    | 47%    |
| Increasing situational awareness  | Operators | 852      | 4.02  | 2%    | 4%    | 21%    | 36%    | 37%    |
|   | Leaders   | 801      | 4.02  | 2%    | 5%    | 18%    | 41%    | 34%    |
| Making initial INFORMAL greetings when introduced to individuals                                  | Operators | 869      | 3.91  | 3%    | 5%    | 23%    | 39%    | 31%    |
|   | Leaders   | 808      | 4.02  | 1%    | 6%    | 17%    | 42%    | 34%    |
| Making initial FORMAL greetings when introduced to individuals                                    | Operators | 867      | 3.86  | 3%    | 7%    | 23%    | 35%    | 32%    |
|   | Leaders   | 806      | 4.06* | 1%    | 5%    | 17%    | 39%    | 38%    |
| Maintaining control in hostile situations   | Operators | 864      | 3.87  | 3%    | 8%    | 23%    | 31%    | 35%    |
|   | Leaders   | 808      | 3.92  | 3%    | 8%    | 19%    | 34%    | 36%    |
| Giving commands (e.g., "Get down!")   | Operators | 864      | 3.90  | 3%    | 7%    | 24%    | 32%    | 35%    |
|   | Leaders   | 807      | 3.79  | 3%  | 9%  | 25%  | 31%  | 32%  |































*Note.* Items are in descending order by average emphasis rating across SOF operators and SOF leaders. The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators *in your unit* for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SOF operators and SOF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Table 2 (continued). Language Activity/Task Ratings across USSOCOM

| Item   | Group     | n   | Mean  | No emphasis   | Slight emphasis  | Moderate emphasis  | Considerable emphasis  | Extreme emphasis   |
|--|-----------|-----|-------|---|--|--|--|--|
| Training or teaching others  | Operators | 855 | 3.70  | 5%   | 8%    | 26%   | 35%   | 27%   |
|  | Leaders   | 803 | 3.80  | 3%   | 9%    | 21%   | 39%   | 28%   |
| Using military-technical vocabulary to train civilians or military personnel on military or technical topics | Operators | 863 | 3.77  | 3%   | 7%    | 28%   | 34%   | 28%   |
|  | Leaders   | 807 | 3.72  | 3%   | 9%    | 24%   | 40%   | 24%   |
| Persuading people to provide sensitive information   | Operators | 861 | 3.65  | 4%   | 11%   | 28%   | 31%   | 26%   |
|  | Leaders   | 806 | 3.67  | 5%   | 10%   | 24%   | 34%   | 27%   |
| Reading signs, graffiti, and maps  | Operators | 863 | 3.50  | 4%   | 12%   | 34%   | 31%   | 20%   |
|  | Leaders   | 808 | 3.55  | 3%   | 11%   | 32%   | 36%   | 18%   |
| Using street dialect (e.g., blue-collar/slang)   | Operators | 869 | 3.61* | 4%   | 11%   | 28%   | 35%   | 22%   |
|  | Leaders   | 809 | 3.44  | 5%   | 14%   | 31%   | 33%   | 17%   |
| Listening to and understanding conversations at a local cafe   | Operators | 860 | 3.53  | 4%   | 11%   | 32%   | 32%   | 20%   |
|  | Leaders   | 806 | 3.48  | 5%  | 12%  | 30%  | 36%  | 17%  |

Note. Items are in descending order by average emphasis rating across SOF operators and SOF leaders. The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators *in your unit* for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SOF operators and SOF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Table 2 (continued). Language Activity/Task Ratings across USSOCOM

| Item  | Group     | n   | Mean  | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|-----|-------|--|---|---|---|---|
| Listening to and understanding local radio broadcasts   | Operators | 858 | 3.43  | 5%  | 14%  | 34%  | 29%  | 19%  |
|   | Leaders   | 804 | 3.43  | 4%  | 14%  | 33%  | 34%  | 15%  |
| Conducting business negotiations with officials         | Operators | 869 | 3.35  | 6%  | 16%  | 32%  | 31%  | 16%  |
|   | Leaders   | 810 | 3.50  | 4%  | 13%  | 29%  | 38%  | 16%  |
| Discrete eavesdropping                                  | Operators | 858 | 3.43* | 6%  | 14%  | 32%  | 30%  | 19%  |
|   | Leaders   | 803 | 3.22  | 8%  | 17%  | 34%  | 27%  | 14%  |
| Reading in the language to identify important documents | Operators | 870 | 3.23  | 7%  | 19%  | 33%  | 28%  | 14%  |
|   | Leaders   | 808 | 3.14  | 5%  | 22%  | 36%  | 29%  | 8%   |
| Writing lists of supplies for a local guide to purchase | Operators | 864 | 3.13  | 8%  | 21%  | 35%  | 24%  | 13%  |
|   | Leaders   | 809 | 2.97  | 8%  | 27%  | 35%  | 21%  | 9%   |

Note. Items are in descending order by average emphasis rating across SOF operators and SOF leaders. The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators *in your unit* for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SOF operators and SOF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

*SOF Components*

Overall, SOF operator and leader language training emphasis ratings did not differ across SOF components [i.e., Air Force Special Operations Command (AFSOC), United States Army Special Operations Command (USASOC), Marine Corps Forces Special Operations Command (MARSOC), Naval Special Warfare (WARCOM)]; Appendix D, Table 1, pp. 50-55 presents operator responses by component and Appendix E, Table 1, pp. 58-63 presents leader responses by component]. Although there were some notable differences across these components, the small sample sizes from most of the components (with the exception of USASOC) limits any conclusions about the attitudes of the broader populations (i.e., those not in this sample) within these components. Please refer to Appendix G (p. 70), H (p. 71), I (p. 72) and J (p. 73) for the language activities and tasks that received the highest emphasis ratings by SOF operators and leaders from each SOF component.

*SOF Type*

Differences found across SOF types (i.e., CA, PSYOP, SF) suggest the nature of SOF operators' jobs/missions impact the types of language activities and tasks operators and leaders believe should be emphasized during training. Emphasis ratings differed across SOF types such that operators and leaders for each type reported highest ratings for language activities and tasks that complement their job and mission responsibilities (Table 3, p. 20). Although some language activities and tasks were rated highly by all SOF types (e.g., build rapport, formal greetings, informal greetings, increasing situational awareness), CA respondents rated conducting business negotiations higher than PSYOP and SF respondents. Additionally, PSYOP respondents rated listening to and understanding radio broadcasts higher than CA and SF respondents. This finding can be explained because PSYOP operators listen to radio broadcasts to inform product development and dissemination. Finally, SF respondents rated maintaining control in hostile situations and using military-technical vocabulary higher than CA and PSYOP respondents.

Additionally, CA operators rated the following activities and tasks significantly higher than SF operators:

- Using language to build rapport
- Increasing awareness
- Making initial greetings (informal and formal)
- Conducting business negotiations

However, these activities and tasks were still in the top five for both groups. Additionally, compared to SF operators, CA operators indicated more training emphasis should be placed on:

- Reading signs, maps, graffiti and documents
- Listening to conversations and radio broadcasts
- Writing supply lists

However, SF operators indicated more training emphasis should be placed on giving commands (e.g., "Get down!") than did CA and PSYOP operators. Furthermore, compared to PSYOP operators, SF

operators indicated more training emphasis should be placed on using language to maintain control in hostile situations.

*Table 3. Top Five Language Activities/Tasks by Army SOF Type*

| CA                                   | PSYOP  | SF   |
|--------------------------------------|--|--|
| 1. Using language to build rapport   | 1. Using language to build rapport                 | 1. Using language to build rapport           |
| 2. Making initial FORMAL greetings   | 2. Increasing awareness                            | 2. Giving commands (e.g., "Get down!")       |
| 3. Making initial INFORMAL greetings | 3. Making initial FORMAL greetings                 | 3. Maintaining control in hostile situations |
| 4. Increasing situational awareness  | 4. Making initial INFORMAL greetings               | 4. Increasing situational awareness          |
| 5. Conducting business negotiations  | 5. Listening to and understanding radio broadcasts | 5. Using military-technical vocabulary       |

*Note.* Rankings are based on ratings from operators and leaders for each group (e.g., CA operator and CA leader responses determined the CA task rankings). Refer to Appendix D (operator responses) and Appendix E (leader responses) for emphasis ratings for each language activity/task by SOF type.

For leaders, PSYOP and, to some extent, CA, tended to advocate for more training emphasis than SF leaders on the following language activities/tasks (Appendix E, Table 1, p. 58-63):

- Informal greetings
- Reading signs, graffiti, and maps
- Listening to radio broadcasts
- Conducting negotiations

Further, SF leaders tended to advocate for more training emphasis than CA or PSYOP leaders on the following language activities/tasks:

- Informal greetings
- Maintaining control
- Training others
- Persuading people
- Eavesdropping

Differences were also found on some language activities and tasks within the CA, SF, and PSYOP groups [(Table 1 in Appendices K (p. 74-76), L (pp. 78-80), and M (p. 82-84)]. Specifically, CA operators indicated more training emphasis on eavesdropping compared to CA leaders (Table 3, p. 16). SF leaders

advocated for more training emphasis on formal greetings, building rapport, and training others compared to SF operators (Table 5, p. 21). There were no differences between operator and leader responses for PSYOP personnel (Table 6, p. 22).

*Table 4. Top Five Language Activities/Tasks—CA respondents*

| <b>Overall</b>                       | <b><i>SOF operators</i></b>          | <b><i>SOF leaders</i></b>            |
|--------------------------------------|--------------------------------------|--------------------------------------|
| 1. Building rapport                  | 1. Building rapport                  | 1. Building rapport                  |
| 2. Making initial FORMAL greetings   | 2. Increasing situational awareness  | 2. Making initial INFORMAL greetings |
| 3. Making initial INFORMAL greetings | 3. Making initial FORMAL greetings   | 3. Making initial FORMAL greetings   |
| 4. Increasing situational awareness  | 4. Making initial INFORMAL greetings | 4. Increasing situational awareness  |
| 5. Conducting business negotiations  | 5. Conducting business negotiations  | 5. Conducting business negotiations  |

*Table 5. Top Five Language Activities/Tasks—SF respondents*

| <b>Overall</b>                               | <b><i>SOF operators</i></b>                  | <b><i>SOF leaders</i></b>                    |
|--|--|--|
| 1. Building rapport                          | 1. Giving commands (e.g., “Get down!”)       | 1. Building rapport                          |
| 2. Giving commands (e.g., “Get down!”)       | 2. Building rapport                          | 2. Maintaining control in hostile situations |
| 3. Maintaining control in hostile situations | 3. Maintaining control in hostile situations | 3. Giving commands (e.g., “Get down!”)       |
| 4. Increasing situational awareness          | 4. Increasing situational awareness          | 4. Training/teaching others                  |
| 5. Using military-technical vocabulary       | 5. Using military-technical vocabulary       | 5. Making initial FORMAL greetings           |

Table 6. Top Five Language Activities/Tasks—PSYOP respondents

| Overall  | SOF operators  | SOF leaders  |
|--|--|--|
| 1. Building rapport                                  | 1. Building rapport                                  | 1. Making initial FORMAL greetings                   |
| 2. Increasing situational awareness                  | 2. Increasing situational awareness                  | 2. Building rapport                                  |
| 3. Making initial FORMAL greetings                   | 3. Making initial FORMAL greetings                   | 3. Increasing situational awareness                  |
| 4. Making initial INFORMAL greetings                 | 4. Making initial INFORMAL greetings                 | 4. Making initial INFORMAL greetings                 |
| 5. Listening to/understanding local radio broadcasts | 5. Listening to/understanding local radio broadcasts | 5. Listening to/understanding local radio broadcasts |

#### *Unit Comparisons within Army Special Operations Forces (ARSOF)*

As with different SOF types, different units (of a given SOF type) may have different language-related mission responsibilities that can influence their language skill use and reliance. Therefore, optimal training emphasis may differ depending on unit responsibilities and missions. Given the response rates, we focused only on differences between units within USASOC. As most of CA and PSYOP personnel were assigned to a single unit (i.e., 95<sup>th</sup> CAB and 4<sup>th</sup> POG, respectively), we focused only on differences between SF units. These units included 1<sup>st</sup> SFG, 3<sup>rd</sup> SFG, 5<sup>th</sup> SFG, 7<sup>th</sup> SFG, 10<sup>th</sup> SFG, 19<sup>th</sup> SFG, and 20<sup>th</sup> SFG (SF Command HQ was not included due to small sample size). The language activities and tasks rated highest by SOF operators and leaders within each USASOC unit are provided in Appendix N, Tables 1-9 (pp. 86-94).

Relative to other SOF units, operators (and to some extent leaders) from 7<sup>th</sup> SFG perceived there should be more emphasis on some of the language activities/tasks. This is expected because 7<sup>th</sup> SFG teams do not use interpreters inside their AOR, therefore, they are responsible for meeting all the language-related mission requirements without assistance. 7<sup>th</sup> SFG operators tended to advocate for more training emphasis on several language activities and tasks compared to 1<sup>st</sup> SFG, 3<sup>rd</sup> SFG, and 5<sup>th</sup> SFG. This was the case for the following activities and tasks:

- Conducting business negotiations with officials
- Reading in the language to identify important documents
- Listening to and understanding conversations at a local café
- Listening to and understanding local radio broadcasts
- Training or teaching others

Additionally, operators from 7<sup>th</sup> SFG advocated for more training emphasis than 3<sup>rd</sup> SFG and 5<sup>th</sup> SFG operators on reading signs, writing lists, and eavesdropping.

Operators from 7<sup>th</sup> SFG also advocated for more training emphasis than 3<sup>rd</sup> SFG on the following activities and tasks:

- Making formal greetings
- Using street dialect
- Building rapport
- Using military-technical vocabulary to train local civilians or military personnel on military or technical topics
- Persuading others to provide sensitive information
- Increasing situational awareness

For other differences between SF units, see Appendix N, Tables 3-9, pp. 88-94.

#### *Deployment Experience*

Overall, for SOF operators, deployment history—specifically, the location (inside or outside AOR) and number of deployments—made a small difference in emphasis ratings for some language activities and tasks. The direction of these differences depended on the specific type of deployment experience. SOF operators with no prior inside AOR deployments advocated for *more* training emphasis on several items than those with prior inside AOR deployments, including:

- Conducting business negotiations with officials
- Reading in the language to identify important documents, reading signs, graffiti, and maps
- Writing lists of supplies for a local guide

SOF operators with more than six language-relevant deployments where their official language was spoken advocated for more training emphasis on the following items compared to SOF operators with fewer or no language-relevant deployments:

- Using military-technical vocabulary
- Training or teaching others
- Increasing situational awareness

Differences were also found within the CA group, such that CA operators with one or more outside AOR deployments advocated for more training emphasis on several items compared to those with no outside AOR deployments:

- Conducting business negotiations with officials
- Making initial formal greetings when introduced in the deployment region
- Giving commands
- Using language to build rapport
- Increasing situational awareness



SF operators also differed on some language training emphasis items depending on their deployment experiences, such that SF operators with one to two inside AOR deployments indicated needing *more* training emphasis on using language to build rapport compared to SF operators with three to four inside AOR deployments.<sup>7</sup> SF operators who had not deployed inside their AOR advocated for *more* training emphasis on writing lists of supplies compared to SF operators who had five to six inside AOR deployments. Additionally, SF operators with more than six inside AOR deployments indicated needing more training emphasis on discrete eavesdropping compared to SF operators with five to six inside AOR deployments. Lastly, SF operators with no outside AOR deployments said *more* training emphasis should be placed on reading signs, graffiti, and maps compared to SF operators with more outside AOR deployments.

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<sup>7</sup> It should be noted that current experiences in Iraq and Afghanistan may be driving responses and these may not reflect language and culture requirements in other areas of responsibility (AOR).

### SECTION III: CULTURE TRAINING EMPHASIS

SOF operators perform many activities and tasks during missions that require some level of cultural knowledge and competence to support effective interactions with individuals in the deployment location, which can be critical to job performance and mission success. Therefore, it is important to identify the culture topics that operators need to know on the job and emphasize these during training. One component of this needs analysis is for SOF operators and leaders with relevant deployment experience to identify culture topics.<sup>8</sup> These culture topics identified by SOF subject matter experts can inform training design by specifying relevant learning objectives to guide instructional design and delivery. Training content that is not relevant to SOF missions or fails to address cultural topics that are relevant to missions will not prepare operators for their culture-related mission requirements. Training designed to emphasize appropriate cultural content can provide operators with the knowledge and skills needed to perform successfully on missions. Additionally, if training emphasizes the correct content for the mission, there will be a greater return on training investments, such as time and resources (Goldstein & Ford, 2002), and SOF operators will be adequately prepared for their culture-related mission requirements, increasing mission success and decreasing culture-related mission constraints (i.e., problems). This section presents data from operators and leaders across the SOF community on how much emphasis to place on various culture topics during training. Culture experts and training designers can use this information to inform training objectives and subsequent instructional design.

SOF operators have a variety of job and mission responsibilities, which leads to different uses of and reliance on cultural awareness and knowledge. The culture topics required for mission success may vary across and within SOF units. Therefore, recommended training emphasis (content and focus) may differ depending on the areas of responsibility (AOR), core SOF tasks, mission tasks, job tasks, and other factors involved for a particular deployment, mission, or role. SOF operators and leaders are likely to advocate for more training emphasis on the culture topics that operators in their units regularly use or need.<sup>9</sup> Experienced SOF operators and leaders with knowledge of SOF mission requirements rated a series of culture topics on the amount of emphasis they should receive during training to best prepare SOF operators for their missions. In recognition of the variety in culture-related requirements, this report presents the impact of various factors, such as SOF type, when relevant.

#### Research Questions

- According to SOF operators and leaders, which culture topics should receive the most emphasis during training? Which topics should receive the least emphasis?
- Are there differences between SOF operators and leaders on which topics should receive emphasis during training?

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<sup>8</sup> Given the timeframe and limits of the survey method, this study focused solely on cultural knowledge and not competencies or skills. Culture topics were identified from research and focus groups with SOF operators. These are general categories that are meant to get initial feedback from the field. They were not intended to be exhaustive.

<sup>9</sup> It should be noted that current experiences in Iraq and Afghanistan may be driving responses and these may not reflect culture requirements in other areas of responsibility.

- Are there differences across relevant SOF groups (SOF components, USASOC units, etc.) on which topics should receive emphasis during training?

## Main Findings

SOF operators and leaders indicated that all culture topics included in the 2009 SOF LCNA survey should be *at least* moderately or considerably emphasized during training (Figure 2, p. 27). Culture topics that could enhance rapport building (e.g., customs, knowledge of current situations, etiquette rules) received high emphasis ratings by both operators and leaders (Table 7, p. 28). Furthermore, all culture topics received higher emphasis ratings than language activities and tasks, likely because cultural knowledge is easier to learn and can be applied to some extent without much language proficiency or through an interpreter.

Differences were found across SOF types (i.e., CA, PSYOP, SF), such that CA and PSYOP operators advocated higher emphasis than SF operators for all except one culture topic (i.e., history of conflict in the deployment region). This suggests that the depth of cultural understanding required for PSYOP and CA personnel may be greater than that of SF. This may also indicate that SF operators think that culture is better learned in country as opposed to training, which can be inaccurate (i.e., SF operators commented that culture training was often not accurate or relevant for deployment location because of tribal or local customs). Regardless, the culture topics included in the survey should be emphasized in training for all SOF types. Culture experts and training designers can use these emphasis areas to develop appropriate training material for each area of responsibility (AOR).

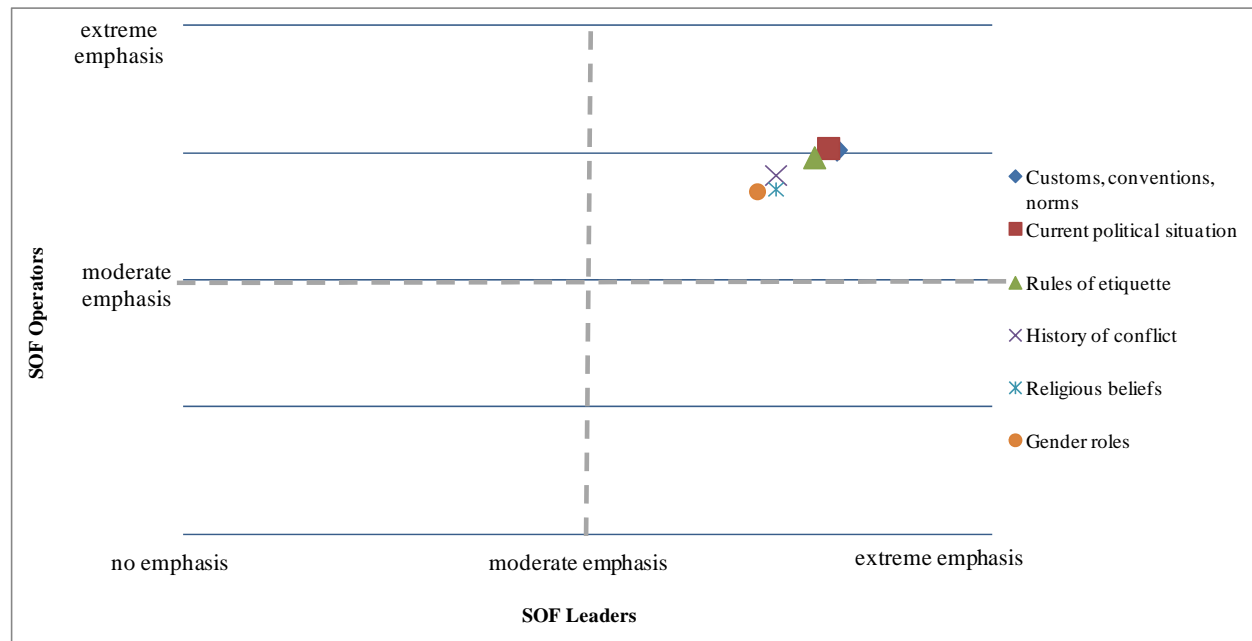
SOF operators' and SOF leaders' emphasis ratings differed such that leaders advocated more training emphasis than operators for most culture topics (Table 8, p. 29). Additionally, there were differences between operators and leaders within SOF types such that SF leaders reported higher emphasis ratings for most culture topics (i.e., religious beliefs, current political situation, customs, conventions, norms, and rules of etiquette) than SF operators. Furthermore, PSYOP leaders reported higher emphasis ratings on history of conflict and current political situations than SF leaders. These differences can suggest slight variations in training design for these groups.

## Detailed Findings

### *Culture Knowledge Area Ratings*

SOF operators and leaders agree that all culture topics require emphasis in training. SOF operators and leaders generally agreed that culture training for SOF operators should put *at least* moderate or considerable emphasis on all culture topics identified in the survey (Figure 2, p. 27).

Figure 2. SOF Leader and Operator Average Emphasis Ratings for Culture Topics



Note. See Appendix C for culture item descriptions and abbreviations.

Together, SOF operators and leaders indicated the need for the highest training emphasis on the following culture topics (Table 7, p. 28 for rankings of culture topics by SOF operators, SOF leaders, and both groups combined):

- Customs, conventions, and norms for behavior
- Current political situation in the deployment region
- Rules of etiquette in the deployment region

SOF operators and leaders indicated the need for lower training emphasis on the following culture topics relative the areas above:

- Gender roles of individuals in the deployment region
- Religious beliefs of individuals in the deployment region
- History of conflict in the deployment region (e.g., religious conflicts, land wars)

Therefore, respondents indicated the need for more training emphasis on culture topics related to current politics and norms for proper social interaction compared to the societal, religious and conflict history of the deployment region.

Table 7. Top Three Culture Topics

| Overall <sup>1</sup>           | SOF operators                  | SOF leaders                    |
|--------------------------------|--------------------------------|--------------------------------|
| 1. Customs, conventions, norms | 1. Current political situation | 1. Customs, conventions, norms |
| 2. Current political situation | 2. Customs, conventions, norms | 2. Rules of etiquette          |
| 3. Rules of etiquette          | 3. Rules of etiquette          | 3. Current political situation |
| 4. History of conflict         | 4. History of conflict         | 4. History of conflict         |
| 5. Religious beliefs           | 5. Religious beliefs           | 5. Religious beliefs           |
| 6. Gender roles                | 6. Gender roles                | 6. Gender roles                |

<sup>1</sup>Includes SOF operator and leader responses. See Appendix C for culture item descriptions and abbreviations.





























































### *SOF Operators versus SOF Leaders*

Overall, the majority of SOF operators and leaders rated at least *considerable emphasis* for all culture topics (Table 8, p. 29 for results for each culture topic for SOF operators and leaders). However, differences between SOF operator and leader responses were found. Specifically, SOF leaders tended to indicate the need for higher emphasis than SOF operators on the majority of culture topics presented in the survey (Table 8, p. 25), including:

- Religious beliefs of individuals in the deployment region
- Customs, conventions, and norms for behavior
- Current political situation in the deployment region
- Rules of etiquette in the deployment region
- Gender roles of individuals in the deployment region

Operator-leader differences were also found for some culture topics within the PSYOP and SF groups [Table 2 in Appendices K (p. 77), L (p. 81), and M (p. 85), respectively]. Specifically, compared to SF operators, SF leaders indicated needing more emphasis on: religious beliefs of individuals in the deployment region; current political situation, customs, conventions, and norms for behavior; and rules of etiquette in the deployment region. PSYOP leaders indicated the need for more training emphasis on the history of conflict and current political situation compared to PSYOP operators. Leader and operator responses in the SF and PSYOP groups were not statistically different for the other culture topics. There were no differences between CA operators and CA leaders. SF leaders endorsed higher emphasis than SF operators on religious beliefs, rules of etiquette, and current political situations in the deployment region (Appendix M, Table 2, p. 85).

Table 8. Culture Topic Ratings across USSOCOM

| Item  | Group     | <i>n</i> | Mean  | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|----------|-------|--|--|---|---|---|
| Customs, conventions, and norms for behavior  | Operators | 849      | 4.02  | 2%    | 5%    | 22%    | 33%    | 38%    |
|   | Leaders   | 794      | 4.23* | 1%    | 3%    | 13%    | 40%    | 43%    |
| Current political situation in the deployment region                                | Operators | 848      | 4.03  | 1%    | 5%    | 22%    | 35%    | 38%    |
|   | Leaders   | 794      | 4.19* | 1%    | 3%    | 13%    | 42%    | 41%    |
| Rules of etiquette in the deployment region   | Operators | 849      | 3.96  | 2%    | 5%    | 25%    | 32%    | 36%    |
|   | Leaders   | 790      | 4.12* | 1%    | 3%    | 17%    | 41%    | 38%    |
| History of conflict in the deployment region (e.g., religious conflicts, land wars) | Operators | 849      | 3.82  | 2%    | 6%    | 29%    | 34%    | 29%    |
|   | Leaders   | 794      | 3.93  | 1%    | 5%    | 24%    | 40%    | 30%    |
| Religious beliefs of individuals in the deployment region                           | Operators | 851      | 3.71  | 3%    | 9%    | 29%    | 33%    | 26%    |
|   | Leaders   | 795      | 3.93* | 1%    | 5%    | 22%    | 43%    | 29%    |
| Gender roles of individuals in the deployment region                                | Operators | 852      | 3.69  | 3%   | 9%   | 29%   | 36%   | 23%   |
|   | Leaders   | 796      | 3.84* | 1%  | 6%  | 26%  | 42%  | 25%  |

*Note.* Items are in descending order by average emphasis rating across SOF operators and SOF leaders. The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SOF operators and SOF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

### *Additional Culture Topics*

Similar to the language activities and tasks, survey respondents had the option to generate up to two additional culture topics that they felt should be emphasized in training. Overall, operators provided 12 additional culture topics, while leaders provided 32 culture topics. As with the language activities and tasks, there was a low response rate, which may indicate that the culture topics provided in the survey sufficiently covered the topics that SOF operators encounter on missions. Verbatim responses are provided in Appendix F (pp. 63-69). Most responses suggested training emphasis of:

#### *SOF operators*

- Cultural customs (including taboos)
- Target region knowledge (e.g., caste system, traditional food)
- Locals' view of Americans and other groups
- Appropriate interaction with groups (e.g., children)

#### *SOF leaders*

- Current and historical conflicts in target region
- Slang
- Social structure (e.g., tribal differences, caste system)
- Locals' information and news sources
- Target region's customs (e.g., holidays) including taboos
- Locals' views of Americans and military intervention
- General knowledge of target region and/or populace

In many cases, responses reinforced or supported the topics presented on the survey. For example, most responses regarding target region knowledge and cultural awareness relate to the closed-ended cultural topics (e.g., customs, conventions, and norms for behavior).

### *SOF Component and SOF Type Comparisons*

The cultural knowledge and skills necessary for SOF operators to perform their jobs and missions successfully may depend partially on the context in which SOF operators execute their jobs and missions. Job and mission responsibilities likely influence the emphasis respondents indicate should be placed on certain culture-related topics during culture training. Therefore, it is expected that there are some differences between respondent groups, depending on the context in which SOF operators execute their jobs and missions. This section discusses results by SOF component and SOF type.

*Components.* SOF operator and leader culture training emphasis ratings did not significantly differ across components (i.e., AFSOC, USASOC, MARSOC, WARCOC). Table 9 (p. 31) provides the top three culture topics that received the highest emphasis ratings by SOF operators and leaders for each component. Overall, all components identified the same three culture topics, with slightly different rank. For complete results, Appendix D, Table 2 (pp. 56-57) presents SOF operator responses for each component, whereas Appendix E, Table 2 (pp. 64-65) presents SOF leader responses. Appendices G (p.

70), H (p. 71), I (p. 72), and J (p. 73) present the top three culture topics for SOF operators and leaders separately by SOF component. While there were some notable differences in responses across these groups, the small sample sizes of some component groups limit any conclusions about the attitudes of the broader populations (i.e., those not in this sample) within those components and, therefore, limits comparisons between these components.

*Table 9. Top Three Culture Topics—by Component*

|  |
|--|
| <b>AFSOC</b>   |
| <ol style="list-style-type: none"> <li>1. Customs, conventions, and norms for behavior</li> <li>2. Current political situation in the deployment region</li> <li>3. Rules of etiquette in the deployment region</li> </ol> |
| <b>MARSOC</b>  |
| <ol style="list-style-type: none"> <li>1. Customs, conventions, and norms for behavior</li> <li>2. Rules of etiquette in the deployment region</li> <li>3. Current political situation in the deployment region</li> </ol> |
| <b>USASOC</b>  |
| <ol style="list-style-type: none"> <li>1. Customs, conventions, and norms for behavior</li> <li>2. Rules of etiquette in the deployment region</li> <li>3. Current political situation in the deployment region</li> </ol> |
| <b>WARCOM</b>  |
| <ol style="list-style-type: none"> <li>1. Current political situation in the deployment region</li> <li>2. Rules of etiquette in the deployment region</li> <li>3. Customs, conventions, and norms for behavior</li> </ol> |

*Note.* Top three topics were determined by the average (i.e., mean) emphasis rating for both operators and leaders. Culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

*SOF Type.* Culture training emphasis needs may differ across SOF operator types, based on core SOF tasks and other responsibilities. That is, culture-related knowledge and skills operators are required to have on missions vary across SOF operators. We examined whether or not SOF operators and leaders indicated the need for more training emphasis based on their SOF type assignment. Given the small



sample sizes obtained for the AFSOC, MARSOC, and WARCOC components, we focused only on SOF type comparisons within USASOC—SF, CA, and PSYOP.

Results across Army SOF types can be found in Table 2 of Appendices D (pp. 56-57) and E (pp. 64-65). CA and PSYOP operators consistently placed higher emphasis than SF operators on all culture topics, except for history of conflict in the deployment region (e.g., religious conflicts, land wars). For this item, CA indicated the need for higher training emphasis than SF, but neither group significantly differed from the PSYOP group.

In contrast, PSYOP leaders placed higher emphasis than both CA and SF leaders on all culture topics consistently, except for gender roles. For this item, CA and PSYOP indicated the need for higher training emphasis than SF.

Therefore, SF operators and leaders tended to indicate the need for less training emphasis on the culture topics presented as compared to CA, PSYOP, or both. This suggests that the depth of cultural understanding required for PSYOP and CA personnel may be greater than that of SF. This also may mean that SF respondents think that culture is better learned in country as opposed to training, which can be inaccurate (i.e., SF operators commented that culture training was often not accurate or relevant for deployment location because of tribal or local customs).

#### *Unit Comparisons within ARSOF*

Culture training emphasis may differ depending on unit areas of responsibility (AOR) and missions. We focused only on comparisons between operational units within the same SOF type within USASOC. For CA and PSYOP, most active-duty personnel reported being assigned to 95<sup>th</sup> CAB and 4<sup>th</sup> POG, respectively. Since there were no results from multiple CA and PSYOP units (only 95<sup>th</sup> CAB and 4<sup>th</sup> POG, respectively), the unit comparisons focus on differences between SF operational units. These units included 1<sup>st</sup> SFG, 3<sup>rd</sup> SFG, 5<sup>th</sup> SFG, 7<sup>th</sup> SFG, 10<sup>th</sup> SFG, 19<sup>th</sup> SFG, and 20<sup>th</sup> SFG (SF Command HQ was not included due to small sample size). The top culture topics for each USASOC unit are presented in Appendix N (pp. 83-91). Overall, 4<sup>th</sup> POG and 95<sup>th</sup> CAB respondents indicated highest emphasis on similar culture topics. SF unit responses were similar to one another, with the exception of operators from 7<sup>th</sup> SFG indicating higher training emphasis should be placed on current political situations compared to 3<sup>rd</sup> SFG operators. For leaders, there were no differences between SF unit responses. Keep in mind that newer SF operators may have only experienced deployments Iraq and Afghanistan, and training emphasis ratings may reflect only these current mission and roles.

#### *Other Groups*

No other significant emphasis rating differences were found for other subgroups explored [see Appendix B (pp. 42-44), Methodology, for list of all subgroups explored].

## SECTION IV: COMMENTS FROM THE FIELD

To ensure no language activities/tasks or culture topics important to SOF mission requirements were missed or neglected, survey respondents were given the opportunity to recommend additional items by responding to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.* This question supplements the language/culture training emphasis items presented in the previous section.

Responses to this item were content analyzed and content themes were developed (Appendix O, pp. 92-97). For more information on this process, please refer to the *Methodology Report* (Technical Report # 2010011002). All SOF operator and leader comments are provided verbatim in Appendices P (pp. 101-109), Q (p. 110), R (p. 111), S (p. 112), T (pp. 113-114), and U (pp. 115-117), which are organized by SOF component.<sup>10</sup>

### Research Question

What additional language activities/tasks and culture topics did respondents indicate should be emphasized in training?

### Main Findings

Overall SOF operators and leaders suggested additional language and culture activities/tasks that complement and support the quantitative emphasis ratings presented in Sections II and III (Figure 3, p. 34). Specifically, language and culture training suggestions focusing on listening and speaking skills, as well as mission-related vocabulary, were provided (Table 6, p. 36). Culture-related topics, such as customs, norms, and target region history, were frequently suggested. Topics requiring both language and culture competence (e.g., tactical questioning, conversational skills) were also mentioned.

Overall, the comments provided by SOF operators and leaders are consistent with the language activities/tasks and culture topics addressed in the closed-ended items, which were created and revalidated during focus groups with SOF personnel in 2004 and 2009, respectively.

### Detailed Findings

In general, comments supported emphasis of language activities/tasks and culture topics corresponding to the closed-ended language and culture items as well as the “other” responses provided by some respondents.

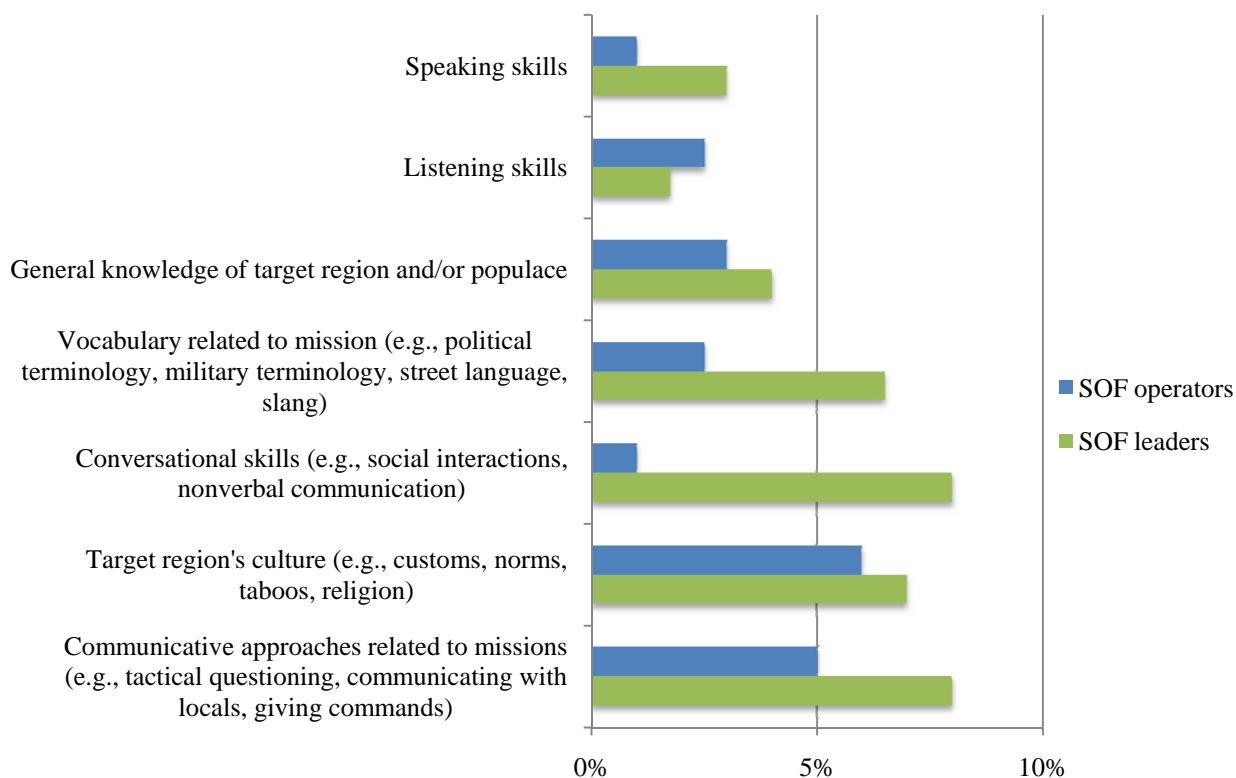
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<sup>10</sup> Additionally, non-SOF personnel associated with a SOF unit or SOF language training (i.e., those currently in the pipeline, MI linguists, CLPMs, language office personnel, and language instructors) provided comments (Appendix V, p. 118-119). Analysis of the non-SOF verbatim comments is not reported in this section.

Comments were analyzed into the following content categories (Figure 3, p. 34 for most frequent comment themes):

- Language topics in which to place more training emphasis
  - e.g., vocabulary related to mission
- Language modalities in which to place more training emphasis
  - e.g., listening skills, speaking skills
- Language modalities/content topics in which to place less training emphasis
  - e.g., reading skills
- Culture topics in which to place more training emphasis
  - e.g., history of target region, customs, norms, religion
- Training methods to emphasize language/culture topics
  - e.g., immersion training, integration language/culture training with other training
- Amount of language/culture to train
  - e.g., enough to build rapport, enough to function and not offend
- Comments not related to training content emphasis
  - e.g., language training suggestions, need for command support of language/culture training

Figure 3. Percentage Occurrence of Training Emphasis Comment Themes



Some respondents provided comments regarding language and culture training importance to SOF operators, including that language/culture training should be prioritized and emphasized by leadership (Table 5, p. 35). Additionally, some comments indicated the minimum level of language and culture knowledge needed for a SOF mission, such as enough to function and not offend, or enough to build rapport.

*Table 5. General Comments Regarding Language Activities/Tasks and Culture Topics*

| <b>Theme</b>  | <b>Frequency<br/>(Total <i>n</i>)</b> | <b><i>SOF operator</i></b> | <b><i>SOF leader</i></b> |
|---|---------------------------------------|----------------------------|--------------------------|
| <b><i>Amount of language/culture to train</i></b>   |                                       |                            |                          |
| General statement of language training importance   | <b>15</b>                             | <b>3</b>                   | <b>12</b>                |
| General statement of culture training importance  | <b>9</b>                              | <b>5</b>                   | <b>4</b>                 |
| Emphasize enough language/culture basics to function and not offend (e.g., survival skills) | <b>7</b>                              | <b>2</b>                   | <b>5</b>                 |
| Emphasize enough language/culture to build rapport  | <b>4</b>                              | <b>3</b>                   | <b>1</b>                 |

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Some comments referred to language/culture content or language modalities that should be emphasized during training (Table 6, p. 36), with the majority of modality suggestions identifying speaking and listening skills. In general, the language content suggestions revolved around vocabulary related to the mission (e.g., military and political terminology, slang). Many culture content suggestions involved knowledge of the target region's culture, history, current conflicts. Additionally, SOF operators and leaders suggested that SOF operators should learn communicative approaches that they may use during a mission (e.g., tactical questioning, giving commands). Conversational skills were also suggested by both SOF operators and leaders as a skill that should be emphasized in training. A few comments suggested that reading and writing skills should be less emphasized during training (Table 7, p. 37).

Table 6. Topics to Place More Emphasis on During Language/Culture Training

| Theme  | Frequency<br>(Total <i>n</i> ) | SOF operator | SOF leader |
|--|--------------------------------|--------------|------------|
| <b><i>Culture-related topics</i></b>   |                                |              |            |
| Target region's culture (e.g., customs, norms, taboos, religion)   | 13                             | 5            | 8          |
| General knowledge of target region and/or populace   | 7                              | 3            | 4          |
| History of target region (e.g., political history, conflicts with other tribes, groups, cultural anthropology)         | 4                              | 3            | 1          |
| Emphasize culture over language if interpreters are available  | 3                              | 1            | 2          |
| Current situation in target region   | 2                              | 1            | 1          |
| <b><i>Language-related topics</i></b>  |                                |              |            |
| Vocabulary related to mission (e.g., political terminology, military terminology, street language, slang)              | 10                             | 2            | 8          |
| Focus language training on tasks appropriate for a given level of proficiency  | 1                              | 0            | 1          |
| <b><i>Language/culture-related topics</i></b>  |                                |              |            |
| Communicative approaches related to mission (e.g., tactical questioning or communicating with locals, giving commands) | 13                             | 4            | 9          |
| Conversational skills (e.g., social interactions, nonverbal communication)   | 11                             | 1            | 10         |
| <b><i>Language modalities</i></b>  |                                |              |            |
| Listening skills   | 5                              | 3            | 2          |
| Speaking skills  | 5                              | 1            | 4          |
| Reading skills   | 1                              | 0            | 1          |

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Table 7. Topics to Place Less Emphasis on During Language/Culture Training

| Theme  | Frequency<br>(Total <i>n</i> ) | SOF operator | SOF leader |
|--|--------------------------------|--------------|------------|
| <b><i>Language modalities to place less emphasis</i></b> |                                |              |            |
| Reading skills (e.g., translating documents)             | 2                              | 1            | 1          |
| Writing skills   | 2                              | 1            | 1          |
| <b><i>Content/topics to place less emphasis</i></b>      |                                |              |            |
| Culture  | 1                              | 0            | 1          |

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

Some respondents recommended various training methods to use for placing emphasis on language and culture activities/tasks (Table 8, p. 37). Although the topic of training will be further explored in other *Tier I* and *Tier II* reports<sup>11</sup>, relevant training methods suggested are provided in this report, such as immersion training and integrating language/culture training with other training requirements. Additionally, some comments did not directly answer the question prompt relating to language and culture training emphasis and, therefore, received “not related” content codes. However, these topic areas will also be focused upon in other reports and are provided in this report (Table 9, p. 38).

Table 8. Training Methods to Emphasize Language Activities/Tasks or Culture Topics

| Theme   | Frequency<br>(Total <i>n</i> ) | SOF operator | SOF leader |
|---|--------------------------------|--------------|------------|
| Immersion opportunities   | 17                             | 7            | 10         |
| Integrating language and/or culture training with other training (e.g., situational training)                 | 5                              | 2            | 3          |
| Spend time with diverse native speakers (e.g., different genders, ages, different accents and dialects, etc.) | 4                              | 0            | 4          |
| Activities to emphasize during training (e.g., news broadcasts, telephone conversations)                      | 1                              | 0            | 1          |

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

<sup>11</sup> *Tier I* reports involving the topic of training: *Initial Acquisition Training; Sustainment/Enhancement Training; Culture Training; Immersion; Language Resources, Technology, & Self-study*. *Tier II* reports involving the topic of training: *Current State of Language Training, Language Training Guidance, Culture Training Guidance*.

Table 9. Comments Not Related to Training Content Emphasis

| <b>Theme</b>  | <b>Frequency<br/>(Total <i>n</i>)</b> | <b><i>Operator</i></b> | <b><i>Leader</i></b> |
|---|---------------------------------------|------------------------|----------------------|
| Language training suggestions   | <b>45</b>                             | <b>13</b>              | <b>32</b>            |
| Command support (e.g., accountability, providing on-duty time to train, promoting importance) | <b>17</b>                             | <b>2</b>               | <b>15</b>            |
| General language training experiences   | <b>16</b>                             | <b>5</b>               | <b>11</b>            |
| Testing   | <b>3</b>                              | <b>1</b>               | <b>2</b>             |
| Monetary incentives   | <b>2</b>                              | <b>0</b>               | <b>2</b>             |

*Note.* Some comments contained multiple themes. Therefore, the total number of codes assigned may be greater than the total number of comments.

## SECTION V: CONCLUSIONS

Given constant changes in its operational environments, USSOCOM needs to ensure that SOF operators are adequately prepared to meet language and culture requirements for their missions. Institutional and CLP training needs to focus on language activities/tasks and culture topics that SOF operators will encounter on their jobs/missions. Language experts and training designers can use the findings presented in this report to inform language and culture training objectives and subsequent instructional design.

This report's findings suggest that language and culture training needs are largely consistent across SOF jobs/missions; however, some subgroups within the SOF community may require additional, customized training to address their unique language and culture capability needs. SOF operators and leaders indicated that all language activities/tasks and culture topics presented on the survey<sup>12</sup> should be emphasized to some extent during training. Language activities/tasks involving active social interaction (e.g., building rapport, greeting others) and military environmental control (e.g., situational awareness, controlling hostilities) were considered to need the most training emphasis. Language activities/tasks that received the lowest emphasis ratings (e.g., writing lists, reading important documents, eavesdropping) involved the use of reading, writing, and passive listening skills. Culture topics that could enhance rapport building (e.g., customs, knowledge of current situations, etiquette rules) received high emphasis ratings by both SOF operators and leaders.

An implication of the differences found between various SOF operator and leader groups is that subgroups within the SOF community appear to have different attitudes on optimal training emphasis. This report highlighted differences found between SOF operators and leaders, Army SOF types, SF units, and SOF operators with different deployment experiences. These findings suggest that job/mission requirements and prior deployment experiences influence the activities/tasks and topics respondents indicate should be emphasized during SOF operator language and culture training. For example, PSYOP personnel indicated that listening to and understanding radio broadcasts should be more emphasized in their language training than other activities/tasks, while SF personnel indicated that this language activity/task should receive less emphasis in their training than other language activities/tasks. It may be inefficient if this language activity/task were to be equally emphasized for all Army SOF types (i.e., CA, PSYOP, SF); however, it could receive more emphasis in PSYOP-specific language training lessons than SF training lessons.

This report narrowly focused on one piece of information that, when integrated with findings from other *Tier I* reports into *Tier II* reports, USSOCOM can use to inform language and culture training decisions aimed at aligning training emphasis with job and mission requirements for SOF operators. It should be noted that current experiences in Iraq and Afghanistan may be driving training emphasis ratings, and these may not reflect language and culture requirements in other areas of responsibility. However, findings from this report will be integrated with findings from three other *Tier I* reports that use a job analytic approach—*Inside AOR Use of Language*, *Outside AOR Use of Language*, and *Inside/Outside*

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<sup>12</sup> Given the limitations of the survey process, a small number of mission activities and tasks were provided to respondents for emphasis ratings. The activities and tasks were created by SOF operators and selected based on broad applicability in SOF. The list is not intended to be exhaustive. A complete list would consist of hundreds of activities and tasks. The purpose of this document is not to provide an in-depth task analysis, but to provide standard input from many SOF operators and leaders on a sample of activities and tasks.



*AOR Use of Cultural Knowledge*— to establish training guidance and recommendations from the field. Integration of these reports will result in three *Tier II* reports: *Language Training Guidance*, *Culture Training Guidance*, and *Current State of Language Training*, which will provide recommendations for language and culture training design and delivery. By combining frequency and importance data on language and culture usage from respondents' most recent inside and outside AOR missions with the training emphasis findings, the limitations of any single technique will be minimized and a more complete picture of language and culture training requirements will be provided.

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### **ABOUT SWA CONSULTING INC.**

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides analytics and evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is analytics, research, and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis upon which to make evidence-based decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives. SWA has competencies in measurement, data collection, analytics, data modeling, systematic reviews, validation, and evaluation.

For more information about SWA, our projects, and our capabilities, please visit our website ([www.swa-consulting.com](http://www.swa-consulting.com)) or contact Dr. Eric A. Surface ([esurface@swa-consulting.com](mailto:esurface@swa-consulting.com)) or Dr. Stephen J. Ward ([sward@swa-consulting.com](mailto:sward@swa-consulting.com)).

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## APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Language Office (SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFLO commissioned the *2009 SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including SOF operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey for SOF operators and leaders was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix B, Figure 1). Two foundational reports document the methodology and participants associated with this project. The remaining reports are organized in three tiers. Twenty-five *Tier I* reports focus on specific, limited issues (e.g., *Inside AOR Use of Language*). *Tier II* reports integrate and present the most important findings across related *Tier I* reports (e.g., *Use of Language and Culture on Deployment*) while including additional data and analysis on the topic. Most, but not all, *Tier I* reports will roll into *Tier II* reports. One *Tier III* report presents the most important findings, implications, and recommendations across all topics explored in this project. The remaining *Tier III* reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All *Tier III* reports are associated with a briefing. Report topics are determined by the SOFLO and subject to change.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports are funded under a separate contracting vehicle with Gemini Industries Inc. [GEM02-ALMBOS-0018 (10210SWA-1); Prime # USZA22-02-D-0015]. For questions or more information about the SOFLO and this project, please contact Mr. Jack Donnelly ([john.donnelly@socom.mil](mailto:john.donnelly@socom.mil)). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface ([esurface@swa-consulting.com](mailto:esurface@swa-consulting.com)) or Dr. Reanna Poncheri Harman ([rpharman@swa-consulting.com](mailto:rpharman@swa-consulting.com)) with SWA Consulting Inc.

## Appendix A, Figure 1. Report Overview



*Note:* Foundation reports are referenced by every other report. Colors represent *Tier I* reports that roll (integrate) into an associated *Tier II* report. Reports in black are final reports on the topic but may be cited by other reports. *Tier II* reports roll into the *Tier III* reports. All *Tier III* reports include an associated briefing.

## APPENDIX B: METHODOLOGY

### Participants

Survey respondents received the SOF operator version of the training emphasis items if they indicated one of the following SOF community roles

- SOF Operator
- SOF Operator assigned to other duty
- Currently in the training pipeline
- MI Linguists or 09L assigned or attached to a SOF unit

Survey respondents received the SOF leader version of the training emphasis items if they indicated one of the following SOF community roles:

- SOF Unit Commander
- Command Language Program Managers (CLPMs)
- Language office personnel
- Language instructors

The focus of this report is on SOF operators and SOF leaders, therefore, MI Linguist/09L, pipeline, language office personnel, and language instructor perspectives were not included in this report. For further details on participation and attrition rates, refer to the *Participation Report* (Technical Report #2010011003).

#### *Inclusion Criteria: SOF Operators*

Several inclusion criteria selected the most appropriate sample of respondents to receive the SOF operator version of the survey items. These selection criteria were based on responses to several background items on the survey:

- ‘SOF Operator’ or ‘SOF Operator assigned to another duty’ AND
- ‘Military active duty’, ‘Military reserve/National Guard on active duty’, or ‘Military reserve/National Guard NOT on active duty’ AND
- ‘Deployed with a SOF unit in the past four years’

Since the ultimate goal is to identify current training needs, this report focuses on the most relevant perspective: SOF operators with deployment experience in the past four years.

#### *Inclusion Criteria: SOF Leaders*

Respondents were assigned into the SOF leader group based on their response to one survey item. When asked to “select the group or description that best describes your current role in the SOF community,” respondents who indicated they were a “SOF Unit Commander and Unit Leadership of O3 Commands or higher, including Staff, Support, and Specialist” were included in the Leader group. The leader group includes commanders, senior warrant officer advisors (SWOAs), senior enlisted advisors (SEAs) and staff officers (O, WO, NCO, GS).

### *SOF Type Classification*

Respondents from USASOC were classified into the following SOF types (i.e., Civil Affairs, Psychological Operations, or Special Forces) based on the following criteria:

- USASOC unit to which they are assigned (e.g., 1<sup>st</sup> SFG classified as SF, 4<sup>th</sup> POG as PSYOP, 95<sup>th</sup> CAB as CA)
- Reported MOS (e.g., 18 series classified as SF, 37 series as PSYOP, 38 series as CA)

Including both unit assignment and MOS allowed inclusion of personnel assigned to USASOC HQ, USAJFKSWCS, and CA/PSYOP HQ, when analyzing findings for these Army SOF types. For operators, five additional CA respondents assigned to a unit other than 95<sup>th</sup> CAB (i.e., SWCS-Staff and CA/PSYOP HQ), 9 additional PSYOP respondents assigned to a unit other than 4<sup>th</sup> POG (i.e., USASOC HQ, SWCS Staff, and CA/PSYOP HQ), and 33 additional SF respondents assigned outside an SF unit (i.e., USASOC HQ, SWCS Staff, and Other) were included. For leaders, no additional CA, PSYOP, or SF respondents outside of 95<sup>th</sup> CAB, 4<sup>th</sup> POG, or SF unit assignments were included using this selection criteria.

No other within-component classifications (e.g., within AFSOC, MARSOC, WARCOM) were made due to small sample sizes.

### *Participant Response*

Of the 1,061 respondents who indicated a SOF operator role at the beginning of the survey, 82% answered the first item addressed in this report. Of the 810 respondents who indicated a leadership role in the SOF community at the beginning of the survey, 99% answered the first item addressed in this report. The majority of participants were affiliated with USASOC. However, AFSOC, MARSOC, and NAVSPECWARCOM were also represented.

### **Measures**

Respondents were asked, “How much training emphasis would you recommend for each of the following activities/tasks during language (culture)<sup>13</sup> training to prepare operators for your unit’s missions?” or “How much training emphasis would you recommend for each of the following activities/tasks during language (culture)<sup>14</sup> training to prepare operators in your unit for their missions?”, depending on whether the respondent identified as a SOF operator or a SOF leader. Respondents were presented with 17 language-related activities/ tasks (Appendix E, Table 1, p. 61 presents the language activity/task list). Responses were closed-ended, with response options including *No emphasis*, *Slight emphasis*, *Moderate emphasis*, *Considerable emphasis*, and *Extreme emphasis*. These language-related activities/tasks were originally developed for the *SOF Language Transformation Strategy Needs Assessment Project* conducted in 2004 (Surface, Poncheri, Lemmond, & Shetye, 2005). These items were created based on

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<sup>13</sup> The word in parentheses reflects the word substitution for the question that asked survey respondents to rate culture activities/tasks: “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators for your unit’s missions?”

<sup>14</sup> The word in parentheses reflects the word substitution for the question that asked survey respondents to rate culture activities/tasks: “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators in your unit for their missions?”

focus group comments obtained from SOF personnel pertaining to language-related job requirements of SOF operators. These activities/tasks have been modified and used in other projects, including the *SOF Language Training Analysis Support Project*, and were revalidated for this project.

Respondents were also asked the extent to which six culture-related topics (Appendix E, Table 2, p. 62) should be emphasized during culture training for SOF operators. The culture-related topics were derived from a review of the research literature on culture training and cross-cultural competencies. Responses were closed-ended, with response options including *No emphasis*, *Slight emphasis*, *Moderate emphasis*, *Considerable emphasis*, and *Extreme emphasis*.

Respondents were given the option to write in up to two additional language-related training activities/tasks and two additional culture-related training topics and indicate (using the same closed-ended response scale) the extent to which these activities/tasks or topics should or should not be emphasized in training.

Both the SOF leader and operator versions of the survey also included an open-ended item, which asked respondents to provide “any comments or recommendations on what should be emphasized during language training.”

***It is important to note that all respondents (including SOF leaders) responded to these items based on what they felt SOF operators should be trained on to prepare them for their unit’s missions.***

## **Analyses**

All closed-ended items were analyzed using a combination of descriptive and inferential statistics. To compare responses across groups of participants, inferential statistics (e.g., analysis of variance, *t*-tests) determined if any observed differences are likely to exist in the broader population of interest. Among the groups compared included:

- SOF Operators versus Leaders
- Army SOF type (i.e., CA, PSYOP, SF)
- Pay grade (i.e., E, WO, O)
- Tenure
- Deployment experience
- Leadership position (i.e., Commanders vs. Staff Officers)

To analyze the write-in ‘other’ responses to the language and culture emphasis items as well as open-ended item responses, two coders developed a content code (i.e., theme) list based on all available responses (*Methodology Report*, Technical Report #2010011002 presents details on qualitative coding). These coders then coded each response independently, determined the consistency of codes between coders, and discussed any disagreements to consensus.



**APPENDIX C: LANGUAGE ACTIVITY/TASK AND CULTURE TOPIC SURVEY ITEMS***Appendix C, Table 1. Language Activity/Task Survey Items and Abbreviations*

| <b><i>How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators for your unit's missions?</i></b> |                             |  |
|---|-----------------------------|--|
| <b><i>Activity/Task</i></b>   | <b><i>Abbreviations</i></b> |  |
| 1 Conducting business negotiations with officials   | Business negotiations       |  |
| 2 Reading in the language to identify important documents   | Identify Documents          |  |
| 3 Making initial FORMAL greetings when introduced to individuals  | Formal Greetings            |  |
| 4 Making initial INFORMAL greetings when introduced to individuals  | Informal Greetings          |  |
| 5 Using street dialect (e.g., blue-collar/slang)  | Street Dialect              |  |
| 6 Maintaining control in hostile situations   | Maintain Control            |  |
| 7 Giving commands (e.g., "Get down!")   | Give Commands               |  |
| 8 Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel   | Build Rapport               |  |
| 9 Using military-technical vocabulary to train local civilians or military personnel on military or technical topics  | Train on Tech Topic         |  |
| 10 Reading signs, graffiti, and maps  | Read signs                  |  |
| 11 Writing lists of supplies for a local guide to purchase  | Write lists                 |  |
| 12 Persuading people to provide sensitive information   | Persuade Others             |  |
| 13 Listening to and understanding conversations at a local café   | Listen to Conversations     |  |
| 14 Listening to and understanding local radio broadcasts  | Listen to the Radio         |  |
| 15 Training or teaching others  | Train Others                |  |
| 16 Discrete eavesdropping   | Eavesdrop                   |  |
| 17 Increasing situational awareness   | Increase Awareness          |  |

Leaders were provided a slightly different item prompt: "How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?"

Note. Presented in order of survey presentation.










































































































*Appendix C, Table 2. Culture Topic Survey Items*

| <b><i>How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators for your unit's missions?</i></b> |                             |  |
|--|-----------------------------|--|
| <b><i>Topic</i></b>  | <b><i>Abbreviation</i></b>  |  |
| 1 Religious beliefs of individuals in the deployment region  | Religious beliefs           |  |
| 2 Gender roles of individuals in the deployment region   | Gender roles                |  |
| 3 History of conflict in the deployment region (e.g., religious conflicts, land wars)  | History of conflict         |  |
| 4 Current political situation in the deployment region   | Current political situation |  |
| 5 Customs, conventions, and norms for behavior   | Customs, conventions, norms |  |
| 6 Rules of etiquette in the deployment region  | Rules of etiquette          |  |

Leaders were provided a slightly different item prompt: "How much training emphasis would you recommend for each of the following activities /tasks during culture training to prepare operators in your unit for their missions?"










































































































*Note.* Presented in order of survey presentation.

**APPENDIX D: SOF OPERATOR LANGUAGE ACTIVITY/TASK AND CULTURE TOPIC RATINGS***Appendix D, Table 1. Language Activities/Tasks – SOF Operator Ratings*

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|---|---|---|---|
| <b>Increasing situational awareness</b>  | AFSOC  | 16  | 4.13               | 0%    | 6%     | 13%    | 44%    | 38%    |
|  | MARSOC | 7   | 4.29               | 0%    | 0%     | 14%    | 43%    | 43%    |
|  | WARCOM | 7   | 4.57               | 0%    | 0%     | 0%     | 43%    | 57%    |
|  | USASOC | 609 | 3.96               | 3%    | 4%     | 23%    | 36%    | 34%    |
|  | CA     | 96  | 4.17 <sup>a</sup>  | 3%    | 1%     | 14%    | 41%    | 42%    |
|  | PSYOP  | 103 | 3.98 <sup>ab</sup> | 2%    | 6%     | 21%    | 34%    | 37%    |
|  | SF     | 404 | 3.89 <sup>b</sup>  | 3%    | 4%     | 25%    | 36%    | 32%    |
| <b>Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel</b> | AFSOC  | 16  | 4.31               | 6%    | 0%     | 0%     | 44%    | 50%    |
|  | MARSOC | 7   | 4.71               | 0%    | 0%     | 0%     | 29%    | 71%    |
|  | WARCOM | 8   | 3.75               | 0%    | 13%    | 25%    | 38%    | 25%    |
|  | USASOC | 616 | 4.08               | 2%    | 2%     | 21%    | 33%    | 41%    |
|  | CA     | 94  | 4.31 <sup>a</sup>  | 3%    | 2%     | 15%    | 20%    | 60%    |
|  | PSYOP  | 105 | 4.11 <sup>ab</sup> | 3%    | 3%     | 21%    | 27%    | 47%    |
|  | SF     | 411 | 4.01 <sup>b</sup>  | 2%    | 2%     | 22%    | 38%    | 35%    |
| <b>Making initial FORMAL greetings when introduced to individuals</b>  | AFSOC  | 16  | 4.38               | 6%  | 0%   | 0%   | 38%  | 56%  |
|  | MARSOC | 7   | 4.43               | 0%  | 14%  | 0%   | 14%  | 71%  |
|  | WARCOM | 8   | 4.13               | 0%  | 13%  | 25%  | 0%   | 63%  |
|  | USASOC | 620 | 3.80               | 4%  | 7%   | 25%  | 36%  | 29%  |
|  | CA     | 95  | 4.12 <sup>a</sup>  | 3%  | 4%   | 17%  | 29%  | 46%  |
|  | PSYOP  | 106 | 3.93 <sup>ab</sup> | 7%  | 3%   | 18%  | 36%  | 37%  |
|  | SF     | 413 | 3.69 <sup>b</sup>  | 3%  | 8%   | 28%  | 38%  | 23%  |










































































































*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix D, Table 1 (continued). Language Activities/Tasks – SOF Operator Ratings

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|---|---|---|---|
| Giving commands (e.g., "Get down!")                              | AFSOC  | 16  | 4.31               | 0%    | 0%     | 19%    | 31%    | 50%    |
|  | MARSOC | 7   | 4.14               | 0%    | 14%    | 14%    | 14%    | 57%    |
|  | WARCOM | 8   | 4.38               | 0%    | 0%     | 13%    | 38%    | 50%    |
|  | USASOC | 618 | 3.88               | 3%    | 7%     | 24%    | 31%    | 35%    |
|  | CA     | 95  | 3.53 <sup>b</sup>  | 3%    | 14%    | 33%    | 28%    | 22%    |
|  | PSYOP  | 105 | 3.48 <sup>b</sup>  | 7%    | 13%    | 31%    | 23%    | 26%    |
|  | SF     | 412 | 4.05 <sup>a</sup>  | 2%    | 4%     | 21%    | 33%    | 40%    |
| Making initial INFORMAL greetings when introduced to individuals | AFSOC  | 16  | 4.19               | 6%    | 0%     | 13%    | 31%    | 50%    |
|  | MARSOC | 7   | 4.57               | 0%    | 0%     | 0%     | 43%    | 57%    |
|  | WARCOM | 8   | 3.75               | 0%    | 13%    | 38%    | 13%    | 38%    |
|  | USASOC | 622 | 3.86               | 3%    | 4%     | 24%    | 40%    | 29%    |
|  | CA     | 96  | 4.06 <sup>a</sup>  | 3%    | 4%     | 17%    | 35%    | 41%    |
|  | PSYOP  | 106 | 3.92 <sup>a</sup>  | 6%    | 4%     | 18%    | 38%    | 35%    |
|  | SF     | 414 | 3.80 <sup>a</sup>  | 3%    | 5%     | 27%    | 41%    | 24%    |
| Maintaining control in hostile situations                        | AFSOC  | 16  | 4.06               | 0%    | 0%     | 19%    | 56%    | 25%    |
|  | MARSOC | 6   | 4.17               | 0%  | 0%   | 33%  | 17%  | 50%  |
|  | WARCOM | 8   | 4.25               | 0%  | 0%   | 25%  | 25%  | 50%  |
|  | USASOC | 618 | 3.84               | 4%  | 7%   | 24%  | 30%  | 35%  |
|  | CA     | 95  | 3.68 <sup>ab</sup> | 5%  | 12%  | 22%  | 32%  | 29%  |
|  | PSYOP  | 106 | 3.57 <sup>b</sup>  | 8%  | 10%  | 27%  | 24%  | 30%  |
|  | SF     | 411 | 3.94 <sup>a</sup>  | 2%  | 5%   | 25%  | 31%  | 36%  |










































































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, "How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit's missions?" Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = No emphasis, 2 = Slight emphasis, 3 = Moderate emphasis, 4 = Considerable emphasis, 5 = Extreme emphasis. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix D, Table 1 (continued). Language Activities/Tasks – SOF Operator Ratings

| Item   | Group  | n   | Mean               | No emphasis   | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|---|---|---|---|---|
| Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | AFSOC  | 15  | 4.33               | 7%     | 0%     | 7%     | 27%    | 60%    |
|  | MARSOC | 7   | 4.43               | 0%     | 0%     | 14%    | 29%    | 57%    |
|  | WARCOM | 8   | 3.63               | 13%    | 0%     | 25%    | 38%    | 25%    |
|  | USASOC | 618 | 3.75               | 3%     | 7%     | 28%    | 33%    | 28%    |
|  | CA     | 95  | 3.67 <sup>a</sup>  | 4%     | 11%    | 29%    | 25%    | 31%    |
|  | PSYOP  | 105 | 3.55 <sup>a</sup>  | 8%     | 11%    | 29%    | 23%    | 30%    |
|  | SF     | 412 | 3.82 <sup>a</sup>  | 2%     | 5%     | 28%    | 37%    | 27%    |
| Training or teaching others  | AFSOC  | 16  | 4.50               | 6%     | 0%     | 0%     | 25%    | 69%    |
|  | MARSOC | 7   | 3.71               | 14%    | 14%    | 0%     | 29%    | 43%    |
|  | WARCOM | 7   | 3.43               | 14%    | 14%    | 0%     | 57%    | 14%    |
|  | USASOC | 613 | 3.64               | 5%     | 9%     | 27%    | 34%    | 25%    |
|  | CA     | 95  | 3.51 <sup>ab</sup> | 6%     | 14%    | 28%    | 26%    | 25%    |
|  | PSYOP  | 104 | 3.36 <sup>b</sup>  | 9%     | 13%    | 30%    | 30%    | 18%    |
|  | SF     | 408 | 3.74 <sup>a</sup>  | 4%     | 7%     | 26%    | 37%    | 26%    |
| Using street dialect (e.g., blue-collar/slang)   | AFSOC  | 16  | 3.75               | 6%     | 0%     | 31%    | 38%    | 25%    |
|  | MARSOC | 7   | 4.29               | 0%    | 0%    | 14%   | 43%   | 43%   |
|  | WARCOM | 8   | 2.88               | 13%  | 25%  | 38%  | 13%  | 13%  |
|  | USASOC | 621 | 3.60               | 5%   | 11%  | 27%  | 35%  | 22%  |
|  | CA     | 96  | 3.65 <sup>a</sup>  | 3%   | 13%  | 27%  | 31%  | 26%  |
|  | PSYOP  | 106 | 3.63 <sup>a</sup>  | 6%   | 12%  | 22%  | 34%  | 26%  |
|  | SF     | 413 | 3.57 <sup>a</sup>  | 5%   | 10%  | 29%  | 36%  | 20%  |










































































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix D, Table 1 (continued). Language Activities/Tasks – SOF Operator Ratings

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|---|---|---|---|
| Reading signs, graffiti, and maps                            | AFSOC  | 16  | 3.63               | 6%    | 6%     | 25%    | 44%    | 19%    |
|  | MARSOC | 7   | 4.00               | 0%    | 14%    | 14%    | 29%    | 43%    |
|  | WARCOM | 8   | 3.25               | 25%   | 13%    | 0%     | 38%    | 25%    |
|  | USASOC | 616 | 3.46               | 4%    | 12%    | 35%    | 31%    | 18%    |
|  | CA     | 95  | 3.74 <sup>a</sup>  | 3%    | 7%     | 26%    | 38%    | 25%    |
|  | PSYOP  | 105 | 3.74 <sup>a</sup>  | 3%    | 10%    | 28%    | 30%    | 30%    |
|  | SF     | 410 | 3.33 <sup>b</sup>  | 5%    | 13%    | 40%    | 29%    | 13%    |
| Persuading people to provide sensitive information           | AFSOC  | 16  | 3.00               | 19%   | 6%     | 38%    | 31%    | 6%     |
|  | MARSOC | 7   | 4.29               | 0%    | 14%    | 0%     | 29%    | 57%    |
|  | WARCOM | 8   | 3.38               | 13%   | 13%    | 25%    | 25%    | 25%    |
|  | USASOC | 615 | 3.66               | 4%    | 10%    | 29%    | 31%    | 26%    |
|  | CA     | 95  | 3.68 <sup>a</sup>  | 4%    | 16%    | 21%    | 25%    | 34%    |
|  | PSYOP  | 105 | 3.60 <sup>a</sup>  | 7%    | 12%    | 24%    | 29%    | 29%    |
|  | SF     | 409 | 3.66 <sup>a</sup>  | 3%    | 8%     | 32%    | 33%    | 24%    |
| Listening to and understanding conversations at a local cafe | AFSOC  | 16  | 3.56               | 6%    | 6%     | 38%    | 25%    | 25%    |
|  | MARSOC | 7   | 3.71               | 0%   | 0%    | 57%   | 14%   | 29%   |
|  | WARCOM | 7   | 3.43               | 0%  | 14%  | 43%  | 29%  | 14%  |
|  | USASOC | 616 | 3.52               | 5%  | 11%  | 31%  | 33%  | 20%  |
|  | CA     | 96  | 3.85 <sup>a</sup>  | 5%  | 2%   | 24%  | 40%  | 29%  |
|  | PSYOP  | 105 | 3.58 <sup>ab</sup> | 5%  | 12%  | 28%  | 30%  | 25%  |
|  | SF     | 409 | 3.42 <sup>b</sup>  | 5%  | 13%  | 33%  | 32%  | 16%  |







































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix D, Table 1 (continued). Language Activities/Tasks – SOF Operator Ratings

| Item  | Group  | n   | Mean              | No emphasis   | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|-------------------|---|---|---|---|---|
| Listening to and understanding local radio broadcasts | AFSOC  | 16  | 3.50              | 6%     | 0%     | 50%    | 25%    | 19%    |
|   | MARSOC | 7   | 3.86              | 0%     | 14%    | 14%    | 43%    | 29%    |
|   | WARCOM | 7   | 3.29              | 0%     | 29%    | 29%    | 29%    | 14%    |
|   | USASOC | 615 | 3.41              | 5%     | 15%    | 33%    | 29%    | 18%    |
|   | CA     | 96  | 3.80 <sup>a</sup> | 4%     | 9%     | 19%    | 38%    | 30%    |
|   | PSYOP  | 105 | 3.74 <sup>a</sup> | 3%     | 9%     | 28%    | 33%    | 28%    |
|   | SF     | 408 | 3.24 <sup>b</sup> | 6%     | 17%    | 38%    | 26%    | 13%    |
| Discrete eavesdropping                                | AFSOC  | 16  | 3.00              | 19%    | 13%    | 25%    | 38%    | 6%     |
|   | MARSOC | 7   | 3.86              | 0%     | 0%     | 43%    | 29%    | 29%    |
|   | WARCOM | 7   | 3.29              | 0%     | 14%    | 57%    | 14%    | 14%    |
|   | USASOC | 614 | 3.41              | 6%     | 15%    | 31%    | 29%    | 19%    |
|   | CA     | 96  | 3.68 <sup>a</sup> | 7%     | 7%     | 23%    | 35%    | 27%    |
|   | PSYOP  | 104 | 3.29 <sup>b</sup> | 7%     | 23%    | 25%    | 25%    | 20%    |
|   | SF     | 408 | 3.37 <sup>b</sup> | 5%     | 14%    | 35%    | 28%    | 17%    |
| Conducting business negotiations with officials       | AFSOC  | 16  | 3.19              | 6%     | 13%    | 44%    | 31%    | 6%     |
|   | MARSOC | 7   | 3.86              | 0%    | 0%    | 43%   | 29%   | 29%   |
|   | WARCOM | 8   | 2.63              | 13%  | 38%  | 25%  | 25%  | 0%   |
|   | USASOC | 621 | 3.37              | 6%   | 16%  | 31%  | 31%  | 17%  |
|   | CA     | 96  | 4.02 <sup>a</sup> | 3%   | 4%   | 19%  | 35%  | 39%  |
|   | PSYOP  | 106 | 3.29 <sup>b</sup> | 8%   | 19%  | 27%  | 29%  | 17%  |
|   | SF     | 413 | 3.25 <sup>b</sup> | 6%   | 17%  | 35%  | 31%  | 11%  |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.










































































































Appendix D, Table 1 (continued). Language Activities/Tasks –SOF Operator Ratings

| Item  | Group  | n   | Mean               | No emphasis   | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|--------------------|---|---|---|---|---|
| Reading in the language to identify important documents | AFSOC  | 16  | 3.44               | 6%   | 13%  | 31%  | 31%  | 19%  |
|   | MARSOC | 7   | 3.71               | 0%   | 0%   | 43%  | 43%  | 14%  |
|   | WARCOM | 8   | 2.63               | 38%  | 0%   | 38%  | 13%  | 13%  |
|   | USASOC | 622 | 3.25               | 6%   | 18%  | 33%  | 29%  | 14%  |
|   | CA     | 96  | 3.57 <sup>a</sup>  | 3%   | 15%  | 26%  | 34%  | 22%  |
|   | PSYOP  | 106 | 3.51 <sup>a</sup>  | 6%   | 8%   | 34%  | 33%  | 19%  |
|   | SF     | 414 | 3.12 <sup>b</sup>  | 7%   | 21%  | 34%  | 27%  | 10%  |
| Writing lists of supplies for a local guide to purchase | AFSOC  | 16  | 3.31               | 6%   | 6%   | 44%  | 38%  | 6%   |
|   | MARSOC | 7   | 3.71               | 0%   | 14%  | 29%  | 29%  | 29%  |
|   | WARCOM | 8   | 2.13               | 38%  | 25%  | 25%  | 13%  | 0%   |
|   | USASOC | 618 | 3.17               | 8%   | 19%  | 34%  | 26%  | 13%  |
|   | CA     | 95  | 3.48 <sup>a</sup>  | 6%   | 11%  | 31%  | 34%  | 19%  |
|   | PSYOP  | 105 | 3.16 <sup>ab</sup> | 9%   | 19%  | 36%  | 20%  | 16%  |
|   | SF     | 412 | 3.10 <sup>b</sup>  | 8%   | 21%  | 34%  | 25%  | 11%  |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.












































































































Appendix D, Table 2. Culture Topics – SOF Operator Ratings

| Item  | Group  | n   | Mean              | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|-------------------|--|---|---|---|---|
| <b>Current political situation in the deployment region</b> | AFSOC  | 16  | 4.38              | 0%    | 0%     | 13%    | 38%    | 50%    |
|   | MARSOC | 7   | 4.43              | 0%    | 0%     | 14%    | 29%    | 57%    |
|   | WARCOM | 7   | 4.71              | 0%    | 0%     | 0%     | 29%    | 71%    |
|   | USASOC | 606 | 3.98              | 1%    | 5%     | 24%    | 34%    | 36%    |
|   | CA     | 94  | 4.24 <sup>a</sup> | 3%    | 1%     | 16%    | 28%    | 52%    |
|   | PSYOP  | 103 | 4.17 <sup>a</sup> | 1%    | 5%     | 17%    | 29%    | 48%    |
|   | SF     | 403 | 3.86 <sup>b</sup> | 1%    | 6%     | 27%    | 36%    | 29%    |
| <b>Customs, conventions, and norms for behavior</b>         | AFSOC  | 16  | 4.44              | 0%    | 0%     | 6%     | 44%    | 50%    |
|   | MARSOC | 7   | 4.57              | 0%    | 0%     | 0%     | 43%    | 57%    |
|   | WARCOM | 7   | 4.29              | 0%    | 14%    | 0%     | 29%    | 57%    |
|   | USASOC | 609 | 3.97              | 2%    | 4%     | 25%    | 33%    | 36%    |
|   | CA     | 94  | 4.18 <sup>a</sup> | 3%    | 2%     | 19%    | 24%    | 51%    |
|   | PSYOP  | 104 | 4.23 <sup>a</sup> | 1%    | 3%     | 19%    | 26%    | 51%    |
|   | SF     | 405 | 3.86 <sup>b</sup> | 1%    | 5%     | 27%    | 38%    | 28%    |
| <b>Rules of etiquette in the deployment region</b>          | AFSOC  | 16  | 4.31              | 0%    | 0%     | 13%    | 44%    | 44%    |
|   | MARSOC | 7   | 4.57              | 0%   | 0%    | 0%    | 43%   | 57%   |
|   | WARCOM | 7   | 4.14              | 0%  | 14%  | 0%   | 43%  | 43%  |
|   | USASOC | 606 | 3.91              | 2%  | 5%   | 27%  | 32%  | 34%  |
|   | CA     | 94  | 4.12 <sup>a</sup> | 3%  | 2%   | 21%  | 27%  | 47%  |
|   | PSYOP  | 104 | 4.13 <sup>a</sup> | 1%  | 5%   | 21%  | 27%  | 46%  |
|   | SF     | 402 | 3.81 <sup>b</sup> | 2%  | 6%   | 30%  | 35%  | 27%  |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare for your unit’s missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.










































































































Appendix D, Table 2 (continued). Culture Topics – SOF Operator Ratings

| Item  | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|--------------------|--|---|---|---|---|
| History of conflict in the deployment region (e.g., religious conflicts, land wars) | AFSOC  | 16  | 3.81               | 0%    | 0%     | 31%    | 56%    | 13%    |
|   | MARSOC | 7   | 4.43               | 0%    | 0%     | 14%    | 29%    | 57%    |
|   | WARCOM | 7   | 4.00               | 0%    | 14%    | 29%    | 0%     | 57%    |
|   | USASOC | 606 | 3.77               | 2%    | 6%     | 32%    | 33%    | 27%    |
|   | CA     | 94  | 4.01 <sup>a</sup>  | 3%    | 5%     | 22%    | 26%    | 44%    |
|   | PSYOP  | 104 | 3.92 <sup>ab</sup> | 2%    | 7%     | 24%    | 32%    | 36%    |
|   | SF     | 402 | 3.67 <sup>b</sup>  | 2%    | 6%     | 35%    | 36%    | 21%    |
| Religious beliefs of individuals in the deployment region                           | AFSOC  | 16  | 3.94               | 0%    | 6%     | 25%    | 38%    | 31%    |
|   | MARSOC | 7   | 4.71               | 0%    | 0%     | 0%     | 29%    | 71%    |
|   | WARCOM | 7   | 3.43               | 0%    | 14%    | 43%    | 29%    | 14%    |
|   | USASOC | 608 | 3.68               | 2%    | 9%     | 31%    | 32%    | 25%    |
|   | CA     | 94  | 3.95 <sup>a</sup>  | 3%    | 5%     | 26%    | 26%    | 40%    |
|   | PSYOP  | 103 | 4.03 <sup>a</sup>  | 1%    | 4%     | 21%    | 39%    | 35%    |
|   | SF     | 405 | 3.53 <sup>b</sup>  | 3%    | 12%    | 35%    | 31%    | 19%    |
| Gender roles of individuals in the deployment region                                | AFSOC  | 16  | 4.00               | 0%    | 6%     | 13%    | 56%    | 25%    |
|   | MARSOC | 7   | 4.57               | 0%   | 0%    | 0%    | 43%   | 57%   |
|   | WARCOM | 7   | 3.29               | 0%  | 29%  | 29%  | 29%  | 14%  |
|   | USASOC | 609 | 3.67               | 2%  | 9%   | 31%  | 36%  | 22%  |
|   | CA     | 93  | 3.96 <sup>a</sup>  | 3%  | 4%   | 25%  | 29%  | 39%  |
|   | PSYOP  | 104 | 3.93 <sup>a</sup>  | 1%  | 7%   | 20%  | 42%  | 30%  |
|   | SF     | 406 | 3.53 <sup>b</sup>  | 2%  | 10%  | 35%  | 36%  | 16%  |

Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, "How much training emphasis would you recommend for each of the following activities/ tasks during culture training to prepare for your unit's missions?" Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter did report significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = No emphasis, 2 = Slight emphasis, 3 = Moderate emphasis, 4 = Considerable emphasis, 5 = Extreme emphasis. Sample sizes for certain groups may differ across items due to non-response on an item.










































































































## APPENDIX E: SOF LEADER LANGUAGE ACTIVITY/TASK AND CULTURE TOPIC RATINGS

Appendix E, Table 1. Language Activities/Tasks – SOF Leader Ratings

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|---|---|---|---|
| <b>Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel</b> | AFSOC  | 9   | 3.78               | 0%    | 23%    | 11%    | 33%    | 33%    |
|  | MARSOC | 22  | 4.23               | 5%    | 5%     | 9%     | 27%    | 54%    |
|  | WARCOM | 11  | 4.36               | 0%    | 0%     | 18%    | 27%    | 54%    |
|  | USASOC | 500 | 4.25               | 1%    | 3%     | 11%    | 38%    | 47%    |
|  | CA     | 64  | 4.36 <sup>a</sup>  | 1%    | 3%     | 8%     | 33%    | 55%    |
|  | PSYOP  | 99  | 4.13 <sup>a</sup>  | 1%    | 4%     | 16%    | 38%    | 41%    |
|  | SF     | 260 | 4.30 <sup>a</sup>  | 1%    | 2%     | 10%    | 40%    | 47%    |
| <b>Increasing situational awareness</b>  | AFSOC  | 8   | 4.13               | 0%    | 0%     | 12%    | 63%    | 25%    |
|  | MARSOC | 22  | 3.82               | 5%    | 13%    | 5%     | 50%    | 27%    |
|  | WARCOM | 11  | 4.27               | 0%    | 0%     | 18%    | 36%    | 45%    |
|  | USASOC | 495 | 4.01               | 1%    | 4%     | 21%    | 41%    | 33%    |
|  | CA     | 64  | 4.13 <sup>a</sup>  | 0%    | 5%     | 14%    | 45%    | 36%    |
|  | PSYOP  | 99  | 4.09 <sup>a</sup>  | 1%    | 4%     | 15%    | 45%    | 35%    |
|  | SF     | 256 | 3.97 <sup>a</sup>  | 2%    | 3%     | 25%    | 38%    | 32%    |
| <b>Making initial INFORMAL greetings when introduced to individuals.</b>   | AFSOC  | 9   | 3.56               | 0%  | 11%  | 33%  | 45%  | 11%  |
|  | MARSOC | 22  | 4.00               | 5%  | 0%   | 23%  | 36%  | 36%  |
|  | WARCOM | 11  | 4.46               | 0%  | 0%   | 9%   | 36%  | 54%  |
|  | USASOC | 499 | 4.02               | 1%  | 6%   | 16%  | 42%  | 35%  |
|  | CA     | 63  | 4.32 <sup>a</sup>  | 0%  | 5%   | 11%  | 32%  | 52%  |
|  | PSYOP  | 99  | 4.03 <sup>ab</sup> | 0%  | 8%   | 14%  | 45%  | 33%  |
|  | SF     | 260 | 4.00 <sup>b</sup>  | 1%  | 5%   | 19%  | 42%  | 33%  |










































































































*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1 (continued). Language Activities/Tasks – SOF Leader Ratings

| Item  | Group  | n   | Mean              | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|-------------------|--|--|---|---|---|
| Maintaining control in hostile situations.                      | AFSOC  | 9   | 3.89              | 11%   | 0%    | 22%    | 22%    | 45%    |
|   | MARSOC | 22  | 4.18              | 5%    | 5%    | 5%     | 40%    | 45%    |
|   | WARCOM | 11  | 3.73              | 0%    | 9%    | 36%    | 27%    | 27%    |
|   | USASOC | 498 | 3.95              | 2%    | 8%    | 19%    | 35%    | 36%    |
|   | CA     | 64  | 3.41 <sup>b</sup> | 1%    | 16%   | 38%    | 31%    | 14%    |
|   | PSYOP  | 99  | 3.69 <sup>b</sup> | 2%    | 15%   | 22%    | 34%    | 27%    |
|   | SF     | 259 | 4.16 <sup>a</sup> | 1%    | 4%    | 15%    | 38%    | 42%    |
| Giving commands (e.g., "Get down!")                             | AFSOC  | 9   | 4.11              | 11%   | 0%    | 11%    | 22%    | 56%    |
|   | MARSOC | 22  | 4.18              | 5%    | 0%    | 14%    | 36%    | 45%    |
|   | WARCOM | 11  | 3.46              | 0%    | 9%    | 45%    | 36%    | 9%     |
|   | USASOC | 499 | 3.84              | 2%    | 10%   | 24%    | 31%    | 33%    |
|   | CA     | 64  | 3.30 <sup>b</sup> | 2%    | 20%   | 39%    | 25%    | 14%    |
|   | PSYOP  | 98  | 3.36 <sup>b</sup> | 5%    | 20%   | 26%    | 32%    | 17%    |
|   | SF     | 260 | 4.14 <sup>a</sup> | 1%    | 2%    | 21%    | 33%    | 43%    |
| Making initial FORMAL greetings when introduced to individuals. | AFSOC  | 9   | 3.22              | 12%   | 22%   | 22%    | 22%    | 22%    |
|   | MARSOC | 22  | 4.05              | 5%   | 5%   | 13%   | 36%   | 41%   |
|   | WARCOM | 11  | 4.18              | 0%  | 0%  | 27%  | 27%  | 45%  |
|   | USASOC | 498 | 4.09              | 1%  | 5%  | 17%  | 39%  | 38%  |
|   | CA     | 64  | 4.31 <sup>a</sup> | 0%  | 5%  | 14%  | 26%  | 55%  |
|   | PSYOP  | 99  | 4.14 <sup>a</sup> | 0%  | 5%  | 14%  | 42%  | 39%  |
|   | SF     | 260 | 4.05 <sup>a</sup> | 1%  | 4%  | 19%  | 41%  | 35%  |










































































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was "How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?" Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1 (continued). Language Activities/Tasks – SOF Leader Ratings

| Item  | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|--------------------|--|---|---|---|---|
| Training or teaching others   | AFSOC  | 9   | 3.56               | 11%   | 11%    | 22%    | 22%    | 33%    |
|   | MARSOC | 22  | 4.00               | 14%   | 9%     | 27%    | 32%    | 18%    |
|   | WARCOM | 11  | 3.73               | 0%    | 18%    | 18%    | 36%    | 27%    |
|   | USASOC | 494 | 3.85               | 3%    | 9%     | 21%    | 35%    | 32%    |
|   | CA     | 64  | 3.38 <sup>a</sup>  | 6%    | 16%    | 28%    | 34%    | 16%    |
|   | PSYOP  | 99  | 3.48 <sup>a</sup>  | 1%    | 20%    | 28%    | 32%    | 19%    |
|   | SF     | 256 | 4.08 <sup>b</sup>  | 2%    | 4%     | 16%    | 38%    | 40%    |
| Using military-technical vocabulary to train local civilians or military personnel on military or technical topics. | AFSOC  | 8   | 3.50               | 12%   | 0%     | 38%    | 25%    | 25%    |
|   | MARSOC | 22  | 3.64               | 4%    | 14%    | 14%    | 50%    | 18%    |
|   | WARCOM | 11  | 3.55               | 0%    | 18%    | 36%    | 18%    | 27%    |
|   | USASOC | 499 | 3.77               | 2%    | 10%    | 24%    | 37%    | 27%    |
|   | CA     | 64  | 3.39 <sup>a</sup>  | 5%    | 14%    | 37%    | 25%    | 19%    |
|   | PSYOP  | 98  | 3.40 <sup>a</sup>  | 2%    | 21%    | 30%    | 29%    | 18%    |
|   | SF     | 260 | 4.01 <sup>b</sup>  | 1%    | 4%     | 20%    | 43%    | 32%    |
| Persuading people to provide sensitive information.   | AFSOC  | 9   | 3.22               | 22%   | 0%     | 22%    | 45%    | 11%    |
|   | MARSOC | 22  | 3.46               | 9%   | 14%   | 23%   | 32%   | 23%   |
|   | WARCOM | 11  | 4.00               | 0%  | 9%   | 18%  | 36%  | 36%  |
|   | USASOC | 498 | 3.72               | 4%  | 10%  | 23%  | 36%  | 27%  |
|   | CA     | 64  | 3.39 <sup>a</sup>  | 5%  | 14%  | 33%  | 34%  | 14%  |
|   | PSYOP  | 99  | 3.57 <sup>ab</sup> | 7%  | 13%  | 20%  | 36%  | 24%  |
|   | SF     | 258 | 3.82 <sup>b</sup>  | 2%  | 9%   | 23%  | 37%  | 29%  |










































































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1 (continued). Language Activities/Tasks – SOF Leader Ratings

| Item  | Group  | n   | Mean               | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|--------------------|--|---|---|---|---|
| Reading signs, graffiti, and maps                             | AFSOC  | 9   | 3.11               | 11%   | 11%    | 45%    | 22%    | 11%    |
|   | MARSOC | 22  | 3.64               | 9%    | 4%     | 23%    | 41%    | 23%    |
|   | WARCOM | 11  | 3.91               | 9%    | 0%     | 18%    | 36%    | 36%    |
|   | USASOC | 499 | 3.54               | 2%    | 13%    | 33%    | 34%    | 18%    |
|   | CA     | 64  | 3.64 <sup>ab</sup> | 1%    | 8%     | 34%    | 38%    | 19%    |
|   | PSYOP  | 99  | 3.88 <sup>a</sup>  | 0%    | 10%    | 20%    | 42%    | 28%    |
|   | SF     | 260 | 3.35 <sup>b</sup>  | 2%    | 18%    | 37%    | 31%    | 12%    |
| Listening to and understanding conversations at a local café. | AFSOC  | 9   | 3.00               | 11%   | 22%    | 34%    | 22%    | 11%    |
|   | MARSOC | 22  | 3.68               | 9%    | 14%    | 14%    | 36%    | 27%    |
|   | WARCOM | 11  | 3.82               | 0%    | 18%    | 18%    | 27%    | 36%    |
|   | USASOC | 497 | 3.46               | 4%    | 13%    | 32%    | 36%    | 15%    |
|   | CA     | 64  | 3.78 <sup>a</sup>  | 0%    | 9%     | 27%    | 41%    | 23%    |
|   | PSYOP  | 99  | 3.54 <sup>ab</sup> | 4%    | 12%    | 27%    | 40%    | 17%    |
|   | SF     | 257 | 3.31 <sup>b</sup>  | 5%    | 14%    | 37%    | 33%    | 11%    |
| Listening to and understanding local radio broadcasts         | AFSOC  | 9   | 3.00               | 11%   | 11%    | 22%    | 22%    | 34%    |
|   | MARSOC | 21  | 3.59               | 5%   | 5%    | 9%    | 48%   | 33%   |
|   | WARCOM | 11  | 3.46               | 9%  | 9%   | 27%  | 36%  | 18%  |
|   | USASOC | 494 | 3.44               | 3%  | 13%  | 36%  | 32%  | 16%  |
|   | CA     | 64  | 3.63 <sup>a</sup>  | 0%  | 8%   | 39%  | 36%  | 17%  |
|   | PSYOP  | 98  | 3.98 <sup>a</sup>  | 1%  | 6%   | 17%  | 45%  | 31%  |
|   | SF     | 255 | 3.19 <sup>b</sup>  | 4%  | 17%  | 44%  | 27%  | 8%   |







































































Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 1 (continued). Language Activities/Tasks – SOF Leader Ratings

| Item  | Group  | n   | Mean               | No emphasis   | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|--------|-----|--------------------|---|---|---|---|---|
| Using street dialect (e.g., blue-collar, slang) | AFSOC  | 9   | 2.67               | 11%    | 45%    | 22%    | 11%    | 11%    |
|   | MARSOC | 22  | 3.23               | 13%    | 13%    | 23%    | 37%    | 14%    |
|   | WARCOM | 11  | 4.09               | 0%     | 9%     | 27%    | 9%     | 54%    |
|   | USASOC | 500 | 3.48               | 2%     | 15%    | 33%    | 31%    | 19%    |
|   | CA     | 64  | 3.42 <sup>a</sup>  | 1%     | 16%    | 36%    | 33%    | 14%    |
|   | PSYOP  | 99  | 3.51 <sup>a</sup>  | 0%     | 19%    | 34%    | 25%    | 22%    |
|   | SF     | 260 | 3.53 <sup>a</sup>  | 2%     | 14%    | 34%    | 30%    | 20%    |
| Conducting business negotiations with officials | AFSOC  | 9   | 3.33               | 0%     | 34%    | 22%    | 22%    | 22%    |
|   | MARSOC | 22  | 3.27               | 5%     | 18%    | 27%    | 45%    | 5%     |
|   | WARCOM | 11  | 3.00               | 0%     | 36%    | 27%    | 36%    | 0%     |
|   | USASOC | 500 | 3.54               | 4%     | 12%    | 27%    | 40%    | 17%    |
|   | CA     | 64  | 3.98 <sup>a</sup>  | 1%     | 8%     | 14%    | 44%    | 33%    |
|   | PSYOP  | 99  | 3.72 <sup>a</sup>  | 4%     | 8%     | 21%    | 46%    | 21%    |
|   | SF     | 260 | 3.39 <sup>b</sup>  | 4%     | 14%    | 33%    | 39%    | 10%    |
| Discrete eavesdropping                          | AFSOC  | 9   | 2.67               | 11%    | 33%    | 44%    | 0%     | 11%    |
|   | MARSOC | 22  | 3.32               | 13%   | 9%    | 27%   | 32%   | 18%   |
|   | WARCOM | 11  | 3.73               | 0%   | 18%  | 18%  | 36%  | 27%  |
|   | USASOC | 494 | 3.20               | 7%   | 18%  | 36%  | 26%  | 13%  |
|   | CA     | 64  | 3.06 <sup>ab</sup> | 5%   | 27%  | 36%  | 23%  | 9%   |
|   | PSYOP  | 99  | 2.93 <sup>a</sup>  | 16%  | 21%  | 28%  | 24%  | 11%  |
|   | SF     | 255 | 3.31 <sup>b</sup>  | 4%   | 16%  | 39%  | 27%  | 14%  |

Note. Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.



































































































Appendix E, Table 1 (continued). Language Activities/Tasks – SOF Leader Ratings

| Item   | Group  | n   | Mean               | No emphasis   | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|---|---|---|---|---|
| Reading in the language to identify important documents  | AFSOC  | 9   | 2.89               | 11%  | 45%  | 0%   | 33%  | 11%  |
|  | MARSOC | 22  | 2.96               | 14%  | 14%  | 36%  | 36%  | 0%   |
|  | WARCOM | 11  | 3.00               | 9%   | 18%  | 36%  | 36%  | 0%   |
|  | USASOC | 498 | 3.15               | 4%   | 23%  | 36%  | 28%  | 9%   |
|  | CA     | 64  | 3.25 <sup>ab</sup> | 0%   | 23%  | 38%  | 30%  | 9%   |
|  | PSYOP  | 99  | 3.47 <sup>a</sup>  | 2%   | 15%  | 30%  | 40%  | 13%  |
|  | SF     | 258 | 3.98 <sup>b</sup>  | 5%   | 28%  | 37%  | 23%  | 7%   |
| Writing lists of supplies for a local guide to purchase. | AFSOC  | 9   | 2.67               | 22%  | 22%  | 34%  | 11%  | 11%  |
|  | MARSOC | 22  | 3.05               | 14%  | 23%  | 23%  | 26%  | 14%  |
|  | WARCOM | 11  | 3.09               | 9%   | 18%  | 36%  | 27%  | 9%   |
|  | USASOC | 500 | 2.98               | 6%   | 29%  | 36%  | 19%  | 10%  |
|  | CA     | 64  | 3.22 <sup>a</sup>  | 1%   | 22%  | 41%  | 25%  | 11%  |
|  | PSYOP  | 99  | 3.04 <sup>a</sup>  | 5%   | 31%  | 33%  | 18%  | 13%  |
|  | SF     | 260 | 2.88 <sup>a</sup>  | 8%   | 31%  | 34%  | 20%  | 7%   |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Army SOF tasks sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.












































































































Appendix E, Table 2. Culture Topics –SOF Leader Ratings

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|--|---|---|---|
| <b>Customs, conventions, and norms for behavior.</b>         | AFSOC  | 9   | 4.22               | 0%    | 12%   | 0%     | 44%    | 44%    |
|  | MARSOC | 21  | 4.33               | 0%    | 0%    | 10%    | 48%    | 43%    |
|  | WARCOM | 11  | 4.18               | 0%    | 0%    | 9%     | 64%    | 27%    |
|  | USASOC | 489 | 4.23               | 1%    | 3%    | 13%    | 38%    | 45%    |
|  | CA     | 61  | 4.32 <sup>ab</sup> | 0%    | 3%    | 13%    | 33%    | 51%    |
|  | PSYOP  | 98  | 4.50 <sup>a</sup>  | 0%    | 0%    | 5%     | 40%    | 55%    |
|  | SF     | 254 | 4.31 <sup>b</sup>  | 2%    | 1%    | 18%    | 40%    | 39%    |
| <b>Rules of etiquette in the deployment region.</b>          | AFSOC  | 9   | 4.22               | 0%    | 12%   | 0%     | 44%    | 44%    |
|  | MARSOC | 21  | 4.14               | 0%    | 0%    | 19%    | 48%    | 33%    |
|  | WARCOM | 11  | 4.36               | 0%    | 0%    | 9%     | 45%    | 45%    |
|  | USASOC | 486 | 4.13               | 1%    | 3%    | 16%    | 40%    | 40%    |
|  | CA     | 61  | 4.24 <sup>ab</sup> | 0%    | 3%    | 13%    | 41%    | 43%    |
|  | PSYOP  | 95  | 4.40 <sup>a</sup>  | 0%    | 0%    | 11%    | 39%    | 50%    |
|  | SF     | 254 | 4.03 <sup>b</sup>  | 2%    | 3%    | 21%    | 38%    | 36%    |
| <b>Current political situation in the deployment region.</b> | AFSOC  | 9   | 4.11               | 0%    | 11%   | 0%     | 56%    | 33%    |
|  | MARSOC | 22  | 4.20               | 0%   | 0%   | 15%   | 50%   | 35%   |
|  | WARCOM | 11  | 4.00               | 0%  | 9%  | 18%  | 36%  | 36%  |
|  | USASOC | 489 | 4.21               | 1%  | 3%  | 12%  | 40%  | 44%  |
|  | CA     | 61  | 4.34 <sup>ab</sup> | 0%  | 3%  | 10%  | 38%  | 49%  |
|  | PSYOP  | 97  | 4.49 <sup>a</sup>  | 0%  | 0%  | 7%   | 35%  | 58%  |
|  | SF     | 254 | 4.13 <sup>b</sup>  | 2%  | 2%  | 15%  | 43%  | 38%  |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/ tasks during culture training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix E, Table 2 (continued). Culture Topics – SOF Leader Ratings

| Item   | Group  | n   | Mean               | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|--------|-----|--------------------|--|--|---|---|---|
| Religious beliefs of individuals in the deployment region.                           | AFSOC  | 9   | 3.78               | 0%    | 11%   | 22%    | 44%    | 22%    |
|  | MARSOC | 21  | 4.19               | 0%    | 0%    | 19%    | 43%    | 38%    |
|  | WARCOM | 11  | 3.91               | 0%    | 0%    | 27%    | 54%    | 18%    |
|  | USASOC | 490 | 3.93               | 2%    | 6%    | 20%    | 42%    | 30%    |
|  | CA     | 61  | 4.08 <sup>ab</sup> | 0%    | 3%    | 20%    | 44%    | 33%    |
|  | PSYOP  | 98  | 4.24 <sup>a</sup>  | 0%    | 3%    | 11%    | 43%    | 43%    |
|  | SF     | 254 | 3.79 <sup>b</sup>  | 2%    | 8%    | 24%    | 42%    | 24%    |
| History of conflicts in the deployment region (e.g., religious conflicts, land wars) | AFSOC  | 9   | 3.89               | 0%    | 11%   | 11%    | 55%    | 22%    |
|  | MARSOC | 22  | 3.76               | 0%    | 0%    | 33%    | 57%    | 10%    |
|  | WARCOM | 11  | 3.91               | 0%    | 9%    | 27%    | 27%    | 36%    |
|  | USASOC | 489 | 3.94               | 1%    | 5%    | 23%    | 40%    | 31%    |
|  | CA     | 60  | 4.08 <sup>ab</sup> | 0%    | 3%    | 25%    | 34%    | 38%    |
|  | PSYOP  | 98  | 4.28 <sup>a</sup>  | 0%    | 1%    | 12%    | 43%    | 44%    |
|  | SF     | 254 | 3.86 <sup>b</sup>  | 2%    | 6%    | 25%    | 39%    | 28%    |
| Gender roles of individuals in the deployment region.                                | AFSOC  | 9   | 3.78               | 0%    | 11%   | 33%    | 22%    | 33%    |
|  | MARSOC | 21  | 3.95               | 0%   | 0%   | 24%   | 57%   | 19%   |
|  | WARCOM | 11  | 3.73               | 0%  | 0%  | 36%  | 54%  | 9%   |
|  | USASOC | 490 | 3.82               | 2%  | 6%  | 25%  | 43%  | 24%  |
|  | CA     | 61  | 4.07 <sup>a</sup>  | 0%  | 3%  | 15%  | 56%  | 26%  |
|  | PSYOP  | 98  | 4.14 <sup>a</sup>  | 0%  | 1%  | 19%  | 43%  | 37%  |
|  | SF     | 254 | 3.68 <sup>b</sup>  | 2%  | 8%  | 30%  | 40%  | 20%  |

*Note.* Items are in descending order by overall average across all four components (AFSOC, MARSOC, WARCOM, USASOC). The question prompt for these items was, “How much training emphasis would you recommend for each of the following activities/ tasks during culture training to prepare operators in your unit for their missions?” Army SOF types sharing the same letter (e.g., a or b) did not report significantly different emphasis ratings. Army SOF types NOT sharing the same letter reported significantly different emphasis ratings. Please refer to the mean to determine which group provided higher or lower emphasis ratings. Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

## APPENDIX F: OTHER LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS

Survey respondents had the opportunity to provide up to two language activities/tasks and culture topics in addition to the 17 language items and 6 culture items provided in the survey. SOF operators reported 12 additional language activities/tasks and 12 additional culture topics. SOF leaders reported 40 additional language activities/tasks and 32 additional culture topics. Respondents who provided additional activities/tasks and/or topics rated these tasks on the same 5-point emphasis scale (1 = *No emphasis*, 5 = *Extreme emphasis*) that was used for the closed-ended language and culture items. However, some of these respondents did *not* provide emphasis ratings. SOF operator and leader verbatim responses are provided below.

### *Operator verbatim responses*

Language activities/tasks that SOF operators indicated should be at least *moderately emphasized*

- Tactical joint planning
- use of HN computers
- combined staff work/planning
- live combined ops prep and exec
- talking to people on the street
- talking with civilian in political offices
- Speaking
- Listening
- directing medical treatment protocol
- Dealing with local merchants
- verifying interpreter's actions/dependability
- Performing medical examinations

Culture topics that SOF operators indicated should be at least *moderately emphasized*

- what motivates them
- taboos
- Attitudes towards insurgents
- Attitudes towards Americans
- food-great to build rapport and not get sick
- Dealing with children. treat them well the adults will watch and soon trust
- Attitudes of the populace toward the U.S. and allies
- General historical knowledge of the area
- Level of education of locals in deployment area
- Taboos and Faux pas

Culture topics that SOF operators provided but did not rate

- themes/images/colors to use or avoid
- tribal class or cast system

*Leader verbatim responses*

Language activities/tasks that SOF leaders indicated should be at most *slightly emphasized*

- Identifying cultural insults

Language activities/tasks that SOF leaders indicated should be at least *moderately emphasized*

- PSYOP Product Development
- Handwriting
- Talking about yourself and family to build rapport
- Asking directions and role-playing in various host-nation situations
- medical language
- Negotiation Techniques
- Political Jargon
- SWET-MS Jargon
- basic reading
- everyday language
- Identifying key words/phrases in critical situations
- tactical questioning and non-combatants on the objective
- Enough language skills to build rapport could be done through teaching block
- reading military manuals
- reading maps
- understanding cultural nuance
- reading print
- watching local/regional TV
- informal conversation skills with learned HN peers
- medical interactions
- Political conversation
- Interviewing others (survey type interviews)
- Understanding dialects of surrounding areas
- Medical language
- Interpreter interaction techniques
- medical technical terminology
- HUMINT
- KLE
- Distinguishing between local/regional dialects.
- Being able to operate in the country
- ASO activities
- rapport building
- contracting services

Language activities/tasks that SOF leaders provided but did not rate

- persuasive techniques
- verbal/non-verbal cultural indicators
- Propaganda Analysis
- critical analysis writing
- Asking direct questions (who is? Where are? Etc)
- this is a non-deploying HQ

Culture topics that SOF leaders indicated should be at least *moderately emphasized*

- Normal economic roles
- Tribal affairs and influences
- Cultural implication of military operations in the area
- Military Customs and Courtesy
- psychology, sociology, anthropology
- economics
- characteristics that identify one ethnic/religious/ideological group from another
- Holiday traditions
- Sources of news and information
- Specifics in the causes of the current situation/conflict
- understanding of the local cultural dynamic and history
- different tribal, ethnic, and class differences and their relative value in the local culture
- Current political, economic, agricultural, business, and media situation/structure
- History of the area and its social structure
- Food, Dress
- Slang
- Opinions of Americans
- Sub-cultural differences that can facilitate the identification of different groups or out of the norm activities.
- Tribal dynamics
- ethnic divisions in the region
- regional social structures
- Bartering
- entertainment
- HN unit history
- learn appropriate jokes

Culture topics that SOF leaders provided but did not rate

- Social hierarchies
- Ways locals make money
- Taboo subjects--probably covered in Rules of Etiquette

- Subjects of contemporary interest---books, films, media, world or regional leaders, etc.
- Relationship with bordering countries
- Persons of honor/strongmen
- This course should be taught by other operatives based on experience. Not by the Chaplain, or some CA guy who has a very different agenda than operators looking to manipulate their environment

**APPENDIX G: TOP LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS—AFSOC***Appendix G, Table 1. AFSOC*

| Top language activities/tasks |  | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|--|------|--|--|------|
| <b>Operators</b>              | • Training or teaching others  | 4.50 | • Customs, conventions, and norms for behavior         |  | 4.44 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.38 | • Current political situation in the deployment region |  | 4.38 |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.33 | • Rules of etiquette in the deployment region          |  | 4.31 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.31 |  |  |      |
|                               | • Giving commands (e.g., “Get down!”)  | 4.31 |  |  |      |
| <b>Leaders</b>                | • Increasing situational awareness   | 4.13 | • Customs, conventions, and norms for behavior         |  | 4.22 |
|                               | • Giving commands (e.g., “Get down!”)  | 4.11 | • Rules of etiquette in the deployment region          |  | 4.22 |
|                               | • Maintaining control in hostile situations  | 3.89 | • Current political situation in the deployment region |  | 4.11 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 3.78 |  |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 3.56 |  |  |      |
|                               | • Training or teaching others  | 3.56 |  |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

**APPENDIX H: TOP LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS—MARSOC***Appendix H, Table 1. MARSOC*

| Top language activities/tasks |  | Mean | Top culture topics  |  | Mean |
|-------------------------------|--|------|---|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.71 | • Religious beliefs of individuals in the deployment region |  | 4.71 |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 4.57 | • Customs, conventions, and norms for behavior              |  | 4.57 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.43 | • Gender roles of individuals in the deployment region      |  | 4.57 |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.43 |   |  |      |
|                               | • Using street dialect (e.g., blue collar, slang)  | 4.29 |   |  |      |
|                               | • Persuading people to provide sensitive information   | 4.29 |   |  |      |
| <b>Leaders</b>                | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.23 | • Customs, conventions, and norms for behavior              |  | 4.33 |
|                               | • Maintaining control in hostile situations  | 4.18 | • Current political situation in the deployment region      |  | 4.20 |
|                               | • Giving commands (e.g., “Get down!”)  | 4.18 | • Religious beliefs of individuals in the deployment region |  | 4.19 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.05 |   |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 4.00 |   |  |      |
|                               | • Training or teaching others  | 4.00 |   |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.



**APPENDIX I: TOP LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS—WARCOM***Appendix I, Table 1. WARCOM*

| Top language activities/tasks |   | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|---|------|--|--|------|
| <b>Operators</b>              | • Increasing situational awareness  | 4.57 | • Current political situation in the deployment region |  | 4.71 |
|                               | • Giving commands (e.g., “Get down!”)   | 4.38 | • Customs, conventions, and norms for behavior         |  | 4.29 |
|                               | • Maintaining control in hostile situations   | 4.25 | • Rules of etiquette in the deployment region          |  | 4.14 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.13 |  |  |      |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and or/indigenous personnel | 3.75 |  |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 3.75 |  |  |      |
| <b>Leaders</b>                | • Making initial INFORMAL greetings when introduced to individuals  | 4.46 | • Rules of etiquette in the deployment region          |  | 4.36 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and or/indigenous personnel | 4.36 | • Customs, conventions, and norms for behavior         |  | 4.18 |
|                               | • Increasing situational awareness  | 4.27 | • Current political situation in the deployment region |  | 4.00 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.18 |  |  |      |
|                               | • Using street dialect (e.g., blue-collar, slang)   | 4.09 |  |  |      |





























































*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

**APPENDIX J: TOP LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS—USASOC***Appendix J, Table 1. USASOC*

| Top language activities/tasks |   | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|---|------|--|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and or/indigenous personnel | 4.08 | • Current political situation in the deployment region |  | 3.98 |
|                               | • Increasing situational awareness  | 3.96 | • Customs, conventions, and norms for behavior         |  | 3.97 |
|                               | • Giving commands (e.g., “Get down!”)   | 3.88 | • Rules of etiquette in the deployment region          |  | 3.91 |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 3.86 |  |  |      |
|                               | • Maintaining control in hostile situations   | 3.84 |  |  |      |
| <b>Leaders</b>                | • Using your language skills to build rapport with local militia leaders, soldiers, and or/indigenous personnel | 4.25 | • Customs, conventions, and norms for behavior         |  | 4.23 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.09 | • Current political situation in the deployment region |  | 4.21 |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 4.02 | • Rules of etiquette in the deployment region          |  | 4.13 |
|                               | • Increasing situational awareness  | 4.01 |  |  |      |
|                               | • Maintaining control in hostile situations   | 3.95 |  |  |      |





























































*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

**APPENDIX K: CIVIL AFFAIRS OPERATOR AND LEADER RESPONSES***Appendix K, Table 1. Language Activity/Task Emphasis Ratings – Civil Affairs Personnel (according to MOS)*

| Item   | Group            | <i>n</i> | Mean | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|------------------|----------|------|--|--|---|---|---|
| <b>Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel</b> | <b>Operators</b> | 94       | 4.31 | 3%    | 2%    | 15%    | 20%    | 60%    |
|  | <b>Leaders</b>   | 64       | 4.36 | 1%    | 3%    | 8%     | 33%    | 55%    |
| <b>Making initial FORMAL greetings when introduced to individuals</b>  | <b>Operators</b> | 95       | 4.12 | 3%    | 4%    | 17%    | 29%    | 46%    |
|  | <b>Leaders</b>   | 64       | 4.31 | 0%    | 5%    | 14%    | 26%    | 55%    |
| <b>Making initial INFORMAL greetings when introduced to individuals</b>  | <b>Operators</b> | 96       | 4.06 | 3%    | 4%    | 17%    | 35%    | 41%    |
|  | <b>Leaders</b>   | 63       | 4.32 | 0%    | 5%    | 11%    | 32%    | 52%    |
| <b>Increasing situational awareness</b>  | <b>Operators</b> | 96       | 4.17 | 3%    | 1%    | 14%    | 41%    | 42%    |
|  | <b>Leaders</b>   | 64       | 4.13 | 0%    | 5%    | 14%    | 45%    | 36%    |
| <b>Conducting business negotiations with officials</b>   | <b>Operators</b> | 96       | 4.02 | 3%   | 4%   | 19%   | 35%   | 39%   |
|  | <b>Leaders</b>   | 64       | 3.98 | 1%  | 8%  | 14%  | 44%  | 33%  |
| <b>Listening to and understanding conversations at a local cafe</b>  | <b>Operators</b> | 96       | 3.85 | 5%  | 2%  | 24%  | 40%  | 29%  |
|  | <b>Leaders</b>   | 64       | 3.78 | 0%  | 9%  | 27%  | 41%  | 23%  |




*Note.* Items are in descending order by overall average across CA operators and CA leaders. Respondents in the operator group included CA operators assigned to units other than 95<sup>th</sup> CAB (i.e., SWCS Staff and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between CA operators and CA leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix K, Table 1 (continued). Language Activity/Task Emphasis Ratings – Civil Affairs Personnel (according to MOS)

| Item   | Group     | n  | Mean | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|-----------|----|------|--|---|---|---|---|
| Listening to and understanding local radio broadcasts  | Operators | 96 | 3.80 | 4%    | 9%     | 19%    | 38%    | 30%    |
|  | Leaders   | 64 | 3.63 | 0%    | 8%     | 39%    | 36%    | 17%    |
| Reading signs, graffiti, and maps  | Operators | 95 | 3.75 | 3%    | 7%     | 26%    | 38%    | 25%    |
|  | Leaders   | 64 | 3.64 | 1%    | 8%     | 34%    | 38%    | 19%    |
| Maintaining control in hostile situations  | Operators | 95 | 3.68 | 5%    | 12%    | 22%    | 32%    | 29%    |
|  | Leaders   | 64 | 3.41 | 1%    | 16%    | 38%    | 31%    | 14%    |
| Persuading people to provide sensitive information   | Operators | 95 | 3.68 | 4%    | 16%    | 21%    | 25%    | 34%    |
|  | Leaders   | 64 | 3.39 | 5%    | 14%    | 33%    | 34%    | 14%    |
| Using street dialect (e.g., blue-collar/slang)   | Operators | 96 | 3.65 | 3%    | 13%    | 27%    | 31%    | 26%    |
|  | Leaders   | 64 | 3.42 | 1%    | 16%    | 36%    | 33%    | 14%    |
| Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | Operators | 95 | 3.67 | 4%  | 11%  | 29%  | 25%  | 31%  |
|  | Leaders   | 64 | 3.39 | 5%  | 14%  | 37%  | 25%  | 19%  |





























































*Note.* Items are in descending order by overall average across CA operators and CA leaders. Respondents in the operator group included CA operators assigned to units other than 95<sup>th</sup> CAB (i.e., SWCS Staff and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between CA operators and CA leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix K, Table 1 (continued). Language Activity/Task Emphasis Ratings – Civil Affairs Personnel (according to MOS)

| Item  | Group     | n  | Mean  | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|----|-------|--|---|---|---|---|
| Training or teaching others                             | Operators | 95 | 3.51  | 6%  | 14%  | 28%  | 26%  | 25%  |
|   | Leaders   | 64 | 3.38  | 6%  | 16%  | 28%  | 34%  | 16%  |
| Giving commands (e.g., "Get down!")                     | Operators | 95 | 3.53  | 3%  | 14%  | 33%  | 28%  | 22%  |
|   | Leaders   | 64 | 3.30  | 2%  | 20%  | 39%  | 25%  | 14%  |
| Reading in the language to identify important documents | Operators | 96 | 3.57  | 3%  | 15%  | 26%  | 34%  | 22%  |
|   | Leaders   | 64 | 3.25  | 0%  | 23%  | 38%  | 30%  | 9%   |
| Discrete eavesdropping                                  | Operators | 96 | 3.68* | 7%  | 7%   | 23%  | 35%  | 27%  |
|   | Leaders   | 64 | 3.06  | 5%  | 27%  | 36%  | 23%  | 9%   |
| Writing lists of supplies for a local guide to purchase | Operators | 95 | 3.48  | 6%  | 11%  | 31%  | 34%  | 19%  |
|   | Leaders   | 64 | 3.22  | 1%  | 22%  | 41%  | 25%  | 11%  |

*Note.* Items are in descending order by overall average across CA operators and CA leaders. Respondents in the operator group included CA operators assigned to units other than 95<sup>th</sup> CAB (i.e., SWCS Staff and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between CA operators and CA leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.





























































Appendix K, Table 2. Culture Topic Emphasis Ratings – Civil Affairs Personnel (according to MOS)

| Item  | Group     | n  | Mean | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|----|------|--|--|---|---|---|
| Current political situation in the deployment region                                | Operators | 94 | 4.24 | 3%    | 1%    | 16%    | 28%    | 52%    |
|   | Leaders   | 61 | 4.34 | 0%    | 3%    | 10%    | 38%    | 49%    |
| Customs, conventions, and norms for behavior  | Operators | 94 | 4.18 | 3%    | 2%    | 19%    | 24%    | 51%    |
|   | Leaders   | 61 | 4.32 | 0%    | 3%    | 13%    | 33%    | 51%    |
| Rules of etiquette in the deployment region   | Operators | 94 | 4.12 | 3%    | 2%    | 21%    | 27%    | 47%    |
|   | Leaders   | 61 | 4.24 | 0%    | 3%    | 13%    | 41%    | 43%    |
| History of conflict in the deployment region (e.g., religious conflicts, land wars) | Operators | 94 | 4.01 | 3%    | 5%    | 22%    | 26%    | 44%    |
|   | Leaders   | 60 | 4.08 | 0%    | 3%    | 25%    | 34%    | 38%    |
| Gender roles of individuals in the deployment region                                | Operators | 93 | 3.96 | 3%    | 4%    | 25%    | 29%    | 39%    |
|   | Leaders   | 61 | 4.07 | 0%    | 3%    | 15%    | 56%    | 26%    |
| Religious beliefs of individuals in the deployment region                           | Operators | 94 | 3.95 | 3%  | 5%  | 26%  | 26%  | 40%  |
|   | Leaders   | 61 | 4.08 | 0%  | 3%  | 20%  | 44%  | 33%  |

*Note.* Items are in descending order by overall average across CA operators and CA leaders. Respondents in the operator group included CA operators assigned to units other than 95<sup>th</sup> CAB (i.e., SWCS Staff and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between CA operators and CA leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.



























































## APPENDIX L: PSYOP OPERATOR AND LEADER RESPONSES

Appendix L, Table 1. Language Activity/Task Emphasis Ratings – Psychological Operations Personnel (according to MOS)

| Item  | Group     | n   | Mean | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|-----|------|--|---|---|---|---|
| Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | Operators | 105 | 4.11 | 3%    | 3%     | 21%    | 27%    | 47%    |
|   | Leaders   | 99  | 4.13 | 1%    | 4%     | 16%    | 38%    | 41%    |
| Increasing situational awareness  | Operators | 103 | 3.98 | 2%    | 6%     | 21%    | 34%    | 37%    |
|   | Leaders   | 99  | 4.09 | 1%    | 4%     | 15%    | 45%    | 35%    |
| Making initial FORMAL greetings when introduced to individuals  | Operators | 106 | 3.93 | 7%    | 3%     | 18%    | 36%    | 37%    |
|   | Leaders   | 99  | 4.14 | 0%    | 5%     | 14%    | 42%    | 39%    |
| Making initial INFORMAL greetings when introduced to individuals  | Operators | 106 | 3.92 | 6%    | 4%     | 18%    | 38%    | 35%    |
|   | Leaders   | 99  | 4.03 | 0%    | 8%     | 14%    | 45%    | 33%    |
| Listening to and understanding local radio broadcasts   | Operators | 105 | 3.74 | 3%   | 9%    | 28%   | 33%   | 28%   |
|   | Leaders   | 98  | 3.98 | 1%  | 6%   | 17%  | 45%  | 31%  |
| Reading signs, graffiti, and maps   | Operators | 105 | 3.74 | 3%  | 10%  | 28%  | 30%  | 30%  |
|   | Leaders   | 99  | 3.88 | 0%  | 10%  | 20%  | 42%  | 28%  |

*Note.* Items are in descending order by overall average across PSYOP operators and PSYOP leaders. Respondents in the operator group included PSYOP operators assigned to units other than 4<sup>th</sup> POG, (i.e., USASOC HQ, SWCS Staff, and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between PSYOP operators and PSYOP leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.





























Appendix L, Table 1 (continued). Language Activity/Task Emphasis Ratings – Psychological Operations Personnel (according to MOS)

| Item   | Group     | n   | Mean | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|-----------|-----|------|--|---|---|---|---|
| Maintaining control in hostile situations                    | Operators | 106 | 3.57 | 8%    | 10%    | 27%    | 24%    | 30%    |
|  | Leaders   | 99  | 3.69 | 2%    | 15%    | 22%    | 34%    | 27%    |
| Persuading people to provide sensitive information           | Operators | 105 | 3.60 | 7%    | 12%    | 24%    | 29%    | 29%    |
|  | Leaders   | 99  | 3.57 | 7%    | 13%    | 20%    | 36%    | 24%    |
| Using street dialect (e.g., blue-collar/slang)               | Operators | 106 | 3.63 | 6%    | 12%    | 22%    | 34%    | 26%    |
|  | Leaders   | 99  | 3.51 | 0%    | 19%    | 34%    | 25%    | 22%    |
| Listening to and understanding conversations at a local cafe | Operators | 105 | 3.58 | 5%    | 12%    | 28%    | 30%    | 25%    |
|  | Leaders   | 99  | 3.54 | 4%    | 12%    | 27%    | 40%    | 17%    |
| Conducting business negotiations with officials              | Operators | 106 | 3.29 | 8%    | 19%    | 27%    | 29%    | 17%    |
|  | Leaders   | 99  | 3.72 | 4%    | 8%     | 21%    | 46%    | 21%    |
| Reading in the language to identify important documents      | Operators | 106 | 3.51 | 6%  | 8%   | 34%  | 33%  | 19%  |
|  | Leaders   | 99  | 3.47 | 2%  | 15%  | 30%  | 40%  | 13%  |

*Note.* Items are in descending order by overall average across PSYOP operators and PSYOP leaders. Respondents in the operator group included PSYOP operators assigned to units other than 4<sup>th</sup> POG, (i.e., USASOC HQ, SWCS Staff, and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between PSYOP operators and PSYOP leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

















































Appendix L, Table 1 (continued). Language Activity/Task Emphasis Ratings – Psychological Operations Personnel (according to MOS)

| Item   | Group     | n   | Mean | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|-----------|-----|------|--|---|---|---|---|
| Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | Operators | 105 | 3.55 | 8%    | 11%  | 29%  | 23%  | 30%  |
|  | Leaders   | 98  | 3.40 | 2%    | 21%  | 30%  | 29%  | 18%  |
| Giving commands (e.g., "Get down!")  | Operators | 105 | 3.48 | 7%    | 13%  | 31%  | 23%  | 26%  |
|  | Leaders   | 98  | 3.36 | 5%    | 20%  | 26%  | 32%  | 17%  |
| Training or teaching others  | Operators | 104 | 3.36 | 9%    | 13%  | 30%  | 30%  | 18%  |
|  | Leaders   | 99  | 3.48 | 1%    | 20%  | 28%  | 32%  | 19%  |
| Discrete eavesdropping   | Operators | 104 | 3.29 | 7%    | 23%  | 25%  | 25%  | 20%  |
|  | Leaders   | 99  | 2.93 | 16%  | 21%  | 28%  | 24%  | 11%  |
| Writing lists of supplies for a local guide to purchase  | Operators | 105 | 3.16 | 9%    | 19%  | 36%  | 20%  | 16%  |
|  | Leaders   | 99  | 3.04 | 5%    | 31%  | 33%  | 18%  | 13%  |























































Note. Items are in descending order by overall average across PSYOP operators and PSYOP leaders. Respondents in the operator group included PSYOP operators assigned to units other than 4<sup>th</sup> POG, (i.e., USASOC HQ, SWCS Staff, and CA/PSYOP HQ). The question prompt for operators was "How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit's missions?" The question prompt for leaders was "How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?" Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between PSYOP operators and PSYOP leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix L, Table 2. Culture Topic Emphasis Ratings – Psychological Operations Personnel (according to MOS)

| Item  | Group     | n   | Mean  | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|-----|-------|--|--|---|---|---|
| Customs, conventions, and norms for behavior  | Operators | 104 | 4.23  | 1%    | 3%    | 19%    | 26%    | 51%    |
|   | Leaders   | 98  | 4.50  | 0%    | 0%    | 5%     | 40%    | 55%    |
| Current political situation in the deployment region                                | Operators | 103 | 4.17  | 1%    | 5%    | 17%    | 29%    | 48%    |
|   | Leaders   | 97  | 4.49  | 0%    | 0%    | 7%     | 35%    | 58%    |
| Rules of etiquette in the deployment region   | Operators | 104 | 4.13  | 1%    | 5%    | 21%    | 27%    | 46%    |
|   | Leaders   | 95  | 4.40  | 0%    | 0%    | 11%    | 39%    | 50%    |
| Religious beliefs of individuals in the deployment region                           | Operators | 103 | 4.03  | 1%    | 4%    | 21%    | 39%    | 35%    |
|   | Leaders   | 98  | 4.24  | 0%    | 3%    | 11%    | 43%    | 43%    |
| History of conflict in the deployment region (e.g., religious conflicts, land wars) | Operators | 104 | 3.92  | 2%    | 7%    | 24%    | 32%    | 36%    |
|   | Leaders   | 98  | 4.28* | 0%    | 1%    | 12%    | 43%    | 44%    |
| Gender roles of individuals in the deployment region                                | Operators | 104 | 3.93  | 1%  | 7%  | 20%  | 42%  | 30%  |
|   | Leaders   | 98  | 4.14  | 0%  | 1%  | 19%  | 43%  | 37%  |





























































*Note.* Items are in descending order by overall average across PSYOP operators and PSYOP leaders. Respondents in the operator group included PSYOP operators assigned to units other than 4<sup>th</sup> POG, (i.e., USASOC HQ, SWCS Staff, and CA/PSYOP HQ). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between PSYOP operators and PSYOP leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

**APPENDIX M: SPECIAL FORCES OPERATOR AND LEADER RESPONSES***Appendix M, Table 1. Language Activity/Task Emphasis Ratings –Special Forces Personnel (according to MOS)*

| Item   | Group     | n   | Mean  | No emphasis  | Slight emphasis  | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|-----------|-----|-------|--|--|---|---|---|
| Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | Operators | 411 | 4.01  | 2%    | 2%    | 22%    | 38%    | 35%    |
|  | Leaders   | 260 | 4.30* | 1%    | 2%    | 10%    | 40%    | 47%    |
| Giving commands (e.g., "Get down!")  | Operators | 412 | 4.05  | 2%    | 4%    | 21%    | 33%    | 40%    |
|  | Leaders   | 260 | 4.14  | 1%    | 2%    | 21%    | 33%    | 43%    |
| Maintaining control in hostile situations  | Operators | 411 | 3.94  | 2%    | 5%    | 25%    | 31%    | 36%    |
|  | Leaders   | 259 | 4.16  | 1%    | 4%    | 15%    | 38%    | 42%    |
| Increasing situational awareness   | Operators | 404 | 3.89  | 3%    | 4%    | 25%    | 36%    | 32%    |
|  | Leaders   | 256 | 3.97  | 2%    | 3%    | 25%    | 38%    | 32%    |
| Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | Operators | 412 | 3.82  | 2%  | 5%  | 28%  | 37%  | 27%  |
|  | Leaders   | 260 | 4.01  | 1%  | 4%  | 20%  | 43%  | 32%  |
| Training or teaching others  | Operators | 408 | 3.74  | 4%  | 7%  | 26%  | 37%  | 26%  |
|  | Leaders   | 256 | 4.08* | 2%  | 4%  | 16%  | 38%  | 40%  |

*Note.* Items are in descending order by overall average across SF operators and SF leaders. Respondents in the operator group included SF operators assigned to units other than SF groups (i.e., USASOC HQ, SWCS Staff, and Other). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SF operators and SF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix M, Table 1 (continued). Language Activity/Task Emphasis Ratings – Special Forces Personnel (according to MOS)

| Item   | Group     | n   | Mean  | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|--|-----------|-----|-------|--|---|---|---|---|
| Making initial INFORMAL greetings when introduced to individuals | Operators | 414 | 3.80  | 3%    | 5%     | 27%    | 41%    | 24%    |
|  | Leaders   | 260 | 4.00  | 1%    | 5%     | 19%    | 42%    | 33%    |
| Making initial FORMAL greetings when introduced to individuals   | Operators | 413 | 3.69  | 3%    | 8%     | 28%    | 38%    | 23%    |
|  | Leaders   | 260 | 4.05* | 1%    | 4%     | 19%    | 41%    | 35%    |
| Persuading people to provide sensitive information               | Operators | 409 | 3.66  | 3%    | 8%     | 32%    | 33%    | 24%    |
|  | Leaders   | 258 | 3.82  | 2%    | 9%     | 23%    | 37%    | 29%    |
| Using street dialect (e.g., blue-collar/slang)                   | Operators | 413 | 3.57  | 5%    | 10%    | 29%    | 36%    | 20%    |
|  | Leaders   | 260 | 3.53  | 2%    | 14%    | 34%    | 30%    | 20%    |
| Reading in the language to identify important documents          | Operators | 414 | 3.12  | 7%    | 21%    | 34%    | 27%    | 10%    |
|  | Leaders   | 258 | 3.98  | 5%    | 28%    | 37%    | 23%    | 7%     |
| Listening to and understanding conversations at a local cafe     | Operators | 409 | 3.42  | 5%  | 13%  | 33%  | 32%  | 16%  |
|  | Leaders   | 257 | 3.31  | 5%  | 14%  | 37%  | 33%  | 11%  |





























































*Note.* Items are in descending order by overall average across SF operators and SF leaders. Respondents in the operator group included SF operators assigned to units other than SF groups (i.e., USASOC HQ, SWCS Staff, and Other). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SF operators and SF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix M, Table 1 (continued). Language Activity/Task Emphasis Ratings – Special Forces Personnel (according to MOS)

| Item  | Group     | n   | Mean | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|-----|------|--|---|---|---|---|
| Reading signs, graffiti, and maps                       | Operators | 410 | 3.33 | 5%  | 13%  | 40%  | 29%  | 13%  |
|   | Leaders   | 260 | 3.35 | 2%  | 18%  | 37%  | 31%  | 12%  |
| Discrete eavesdropping                                  | Operators | 408 | 3.37 | 5%  | 14%  | 35%  | 28%  | 17%  |
|   | Leaders   | 255 | 3.31 | 4%  | 16%  | 39%  | 27%  | 14%  |
| Conducting business negotiations with officials         | Operators | 413 | 3.25 | 6%  | 17%  | 35%  | 31%  | 11%  |
|   | Leaders   | 260 | 3.39 | 4%  | 14%  | 33%  | 39%  | 10%  |
| Listening to and understanding local radio broadcasts   | Operators | 408 | 3.24 | 6%  | 17%  | 38%  | 26%  | 13%  |
|   | Leaders   | 255 | 3.19 | 4%  | 17%  | 44%  | 27%  | 8%   |
| Writing lists of supplies for a local guide to purchase | Operators | 412 | 3.10 | 8%  | 21%  | 34%  | 25%  | 11%  |
|   | Leaders   | 260 | 2.88 | 8%  | 31%  | 34%  | 20%  | 7%   |

*Note.* Items are in descending order by overall average across SF operators and SF leaders. Respondents in the operator group included SF operators assigned to units other than SF groups (i.e., USASOC HQ, SWCS Staff, and Other). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during language training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SF operators and SF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

Appendix M, Table 2. Culture Topic Emphasis Ratings – Special Forces Personnel (according to MOS)

| Item  | Group     | n   | Mean  | No emphasis  | Slight emphasis   | Moderate emphasis   | Considerable emphasis   | Extreme emphasis  |
|---|-----------|-----|-------|--|---|---|---|---|
| Customs, conventions, and norms for behavior  | Operators | 405 | 3.86  | 1%    | 5%     | 27%    | 38%    | 28%    |
|   | Leaders   | 254 | 4.31  | 2%    | 1%     | 18%    | 40%    | 39%    |
| Current political situation in the deployment region                                | Operators | 403 | 3.86  | 1%    | 6%     | 27%    | 36%    | 29%    |
|   | Leaders   | 254 | 4.13* | 2%    | 2%     | 15%    | 43%    | 38%    |
| Rules of etiquette in the deployment region   | Operators | 402 | 3.81  | 2%    | 6%     | 30%    | 35%    | 27%    |
|   | Leaders   | 254 | 4.03* | 2%    | 3%     | 21%    | 38%    | 36%    |
| History of conflict in the deployment region (e.g., religious conflicts, land wars) | Operators | 402 | 3.67  | 2%    | 6%     | 35%    | 36%    | 21%    |
|   | Leaders   | 254 | 3.86  | 2%    | 6%     | 25%    | 39%    | 28%    |
| Religious beliefs of individuals in the deployment region                           | Operators | 405 | 3.53  | 3%    | 12%    | 35%    | 31%    | 19%    |
|   | Leaders   | 254 | 3.79* | 2%    | 8%     | 24%    | 42%    | 24%    |
| Gender roles of individuals in the deployment region                                | Operators | 406 | 3.53  | 2%  | 10%  | 35%  | 36%  | 16%  |
|   | Leaders   | 254 | 3.68  | 2%  | 8%   | 30%  | 40%  | 20%  |

*Note.* Items are in descending order by overall average across SF operators and SF leaders. Respondents in the operator group included SF operators assigned to units other than SF groups (i.e., USASOC HQ, SWCS Staff, and Other). The question prompt for operators was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare for your unit’s missions?” The question prompt for leaders was “How much training emphasis would you recommend for each of the following activities/tasks during culture training to prepare operators in your unit for their missions?” Means with an asterisk (\*) indicate that the group gave significantly higher emphasis ratings (i.e., a statistically significant difference between SF operators and SF leaders). Responses were made on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*. Sample sizes for certain groups may differ across items due to non-response on an item.

**APPENDIX N: TOP LANGUAGE ACTIVITIES/TASKS AND CULTURE TOPICS BY USASOC UNIT***Appendix N, Table 1. 95<sup>th</sup> CAB*

| Top language activities/tasks |   | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|---|------|--|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.29 | • Current political situation in the deployment region |  | 4.23 |
|                               | • Increasing situational awareness  | 4.15 | • Customs, conventions, and norms for behavior         |  | 4.17 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.12 | • Rules of etiquette in the deployment region          |  | 4.10 |
|                               | • Making initial INFORMAL greeting when introduced to individuals   | 3.90 |  |  |      |
|                               | • Reading signs, graffiti, and maps   | 4.04 |  |  |      |
|                               | • Conducting business negotiations with officials   | 4.03 |  |  |      |
| <b>Leaders</b>                | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.36 | • Current political situation in the deployment region |  | 4.34 |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 4.32 | • Customs, conventions, and norms for behavior         |  | 4.32 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.31 | • Rules of etiquette in the deployment region          |  | 4.24 |
|                               | • Increasing situational awareness  | 4.13 |  |  |      |
|                               | • Conducting business negotiations with officials   | 3.98 |  |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 2. 4<sup>th</sup> POG

| Top language activities/tasks |   | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|---|------|--|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.11 | • Customs, conventions, and norms for behavior         |  | 4.22 |
|                               | • Increasing situational awareness  | 3.97 | • Current political situation in the deployment region |  | 4.17 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 3.92 | • Rules of etiquette in the deployment region          |  | 4.11 |
|                               | • Making initial INFORMAL greeting when introduced to individuals   | 3.90 |  |  |      |
|                               | • Reading signs, graffiti, and maps   | 3.74 |  |  |      |
|                               | • Listening to and understanding local radio broadcasts   | 3.73 |  |  |      |
| <b>Leaders</b>                | • Making initial FORMAL greetings when introduced to individuals  | 4.14 | • Current political situation in the deployment region |  | 4.49 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.13 | • Customs, conventions, and norms for behavior         |  | 4.50 |
|                               | • Increasing situational awareness  | 4.09 | • Rules of etiquette in the deployment region          |  | 4.40 |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 4.03 |  |  |      |
|                               | • Listening to and understanding local radio broadcasts   | 3.98 |  |  |      |

Note. Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.



Appendix N, Table 3. 1<sup>st</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|--|------|--|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 3.92 | • Rules of etiquette in the deployment region          |  | 3.82 |
|                               | • Increasing situational awareness   | 3.83 | • Customs, conventions, and norms for behavior         |  | 3.80 |
|                               | • Giving commands (e.g., “Get down!”)  | 3.80 | • Current political situation in the deployment region |  | 3.68 |
|                               | • Maintaining control in hostile situations  | 3.62 |  |  |      |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 3.61 |  |  |      |
| <b>Leaders</b>                | Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel        | 4.26 | • Customs, conventions, and norms for behavior         |  | 4.17 |
|                               | • Training or teaching others  | 4.05 | • Rules of etiquette in the deployment region          |  | 4.18 |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 4.05 | • Current political situation in the deployment region |  | 4.08 |
|                               | • Maintaining control in hostile situations  | 3.95 |  |  |      |
|                               | • Giving commands (e.g., “Get down!”)  | 3.95 |  |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 4. 3<sup>rd</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|--|------|--|--|------|
| <b>Operators</b>              | • Giving commands (e.g., “Get down!”)  | 3.80 | • Customs, conventions, and norms for behavior         |  | 3.51 |
|                               | • Maintaining control in hostile situations  | 3.74 | • Current political situation in the deployment region |  | 3.46 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 3.63 | • Rules of etiquette in the deployment region          |  | 3.38 |
|                               | • Increasing situational awareness   | 3.50 |  |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 3.49 |  |  |      |
| <b>Leaders</b>                | • Giving commands (e.g., “Get down!”)  | 4.32 | • Current political situation in the deployment region |  | 4.09 |
|                               | • Maintaining control in hostile situations  | 4.30 | • Customs, conventions, and norms for behavior         |  | 4.00 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.28 | • Rules of etiquette in the deployment region          |  | 3.87 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.09 |  |  |      |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.06 |  |  |      |

Note. Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 5. 5<sup>th</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|--|------|--|--|------|
| <b>Operators</b>              | • Giving commands (e.g., “Get down!”)  | 4.04 | • Current political situation in the deployment region |  | 3.87 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.00 | • Customs, conventions, and norms for behavior         |  | 3.87 |
|                               | • Maintaining control in hostile situations  | 3.92 | • Rules of etiquette in the deployment region          |  | 3.82 |
|                               | • Making initial INFORMAL greetings when introduced to individuals   | 3.85 |  |  |      |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 3.83 |  |  |      |
| <b>Leaders</b>                | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.36 | • Current political situation in the deployment region |  | 4.28 |
|                               | • Maintaining control in hostile situations  | 4.28 | • Customs, conventions, and norms for behavior         |  | 4.27 |
|                               | • Giving commands (e.g., “Get down!”)  | 4.26 | • Rules of etiquette in the deployment region          |  | 4.17 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.11 |  |  |      |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.10 |  |  |      |

Note. Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 6. 7<sup>th</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|--|------|--|--|------|
| <b>Operators</b>              | • Training or teaching others  | 4.31 | • Current political situation in the deployment region |  | 4.14 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.28 | • Rules of etiquette in the deployment region          |  | 4.10 |
|                               | • Giving commands (e.g., “Get down!”)  | 4.24 | • Customs, conventions, and norms for behavior         |  | 4.09 |
|                               | • Increasing situational awareness   | 4.22 |  |  |      |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.21 |  |  |      |
| <b>Leaders</b>                | • Training or teaching others  | 4.49 | • Customs, conventions, and norms for behavior         |  | 3.85 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.42 | • Rules of etiquette in the deployment region          |  | 3.79 |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.39 | • Current political situation in the deployment region |  | 3.79 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.21 |  |  |      |
|                               | • Maintaining control in hostile situations  | 4.12 |  |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 7. 10<sup>th</sup> SFG

| Top language activities/tasks |   | Mean | Top culture topics                                     |  | Mean |
|-------------------------------|---|------|--|--|------|
| <b>Operators</b>              | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.11 | • Current political situation in the deployment region |  | 4.00 |
|                               | • Maintaining control in hostile situations   | 4.09 | • Customs, conventions, and norms for behavior         |  | 3.89 |
|                               | • Giving commands (e.g., “Get down!”)   | 4.07 | • Rules of etiquette in the deployment region          |  | 3.82 |
|                               | • Increasing situational awareness  | 4.00 |  |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 3.98 |  |  |      |
| <b>Leaders</b>                | • Maintaining control in hostile situations   | 4.22 | • Customs, conventions, and norms for behavior         |  | 4.18 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel | 4.18 | • Current political situation in the deployment region |  | 4.15 |
|                               | • Giving commands (e.g., “Get down!”)   | 4.13 | • Rules of etiquette in the deployment region          |  | 4.03 |
|                               | • Making initial FORMAL greetings when introduced to individuals  | 4.07 |  |  |      |
|                               | • Making initial INFORMAL greetings when introduced to individuals  | 3.98 |  |  |      |

*Note.* Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 8. 19<sup>th</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics  |  | Mean |
|-------------------------------|--|------|---|--|------|
| <b>Operators</b>              | • Giving commands (e.g., “Get down!”)  | 4.67 | • History of conflict in the deployment region (e.g., religious conflicts, land wars) |  | 4.50 |
|                               | • Maintaining control in hostile situations  | 4.50 | • Rules of etiquette in the deployment region   |  | 4.50 |
|                               | • Increasing situational awareness   | 4.50 | • Customs, conventions, and norms for behavior  |  | 4.33 |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.33 |   |  |      |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.33 |   |  |      |
| <b>Leaders</b>                | • Maintaining control in hostile situations  | 4.00 | • Current political situation in the deployment region                                |  | 4.50 |
|                               | • Giving commands (e.g., “Get down!”)  | 4.00 | • History of conflict in the deployment region (e.g., religious conflicts, land wars) |  | 3.88 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 3.88 | • Customs, conventions, and norms for behavior  |  | 3.88 |
|                               | • Training or teaching others  | 3.75 | • Rules of etiquette in the deployment region   |  | 3.88 |
|                               | • Increasing situational awareness   | 3.75 |   |  |      |

Note. Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

Appendix N, Table 9. 20<sup>th</sup> SFG

| Top language activities/tasks |  | Mean | Top culture topics  |  | Mean |
|-------------------------------|--|------|---|--|------|
| <b>Operators</b>              | • Giving commands (e.g., “Get down!”)  | 4.23 | • Current political situation in the deployment region                                |  | 4.12 |
|                               | • Maintaining control in hostile situations  | 4.08 | • Customs, conventions, and norms for behavior  |  | 3.92 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.04 | • Rules of etiquette in the deployment region   |  | 3.79 |
|                               | • Training or teaching others  | 4.00 |   |  |      |
|                               | • Increasing situational awareness   | 4.00 |   |  |      |
| <b>Leaders</b>                | • Increasing situational awareness   | 4.50 | • Current political situation in the deployment region                                |  | 4.63 |
|                               | • Using your language skills to build rapport with local militia leaders, soldiers, and/or indigenous personnel      | 4.50 | • Customs, conventions, and norms for behavior  |  | 4.57 |
|                               | • Maintaining control in hostile situations  | 4.33 | • History of conflict in the deployment region (e.g., religious conflicts, land wars) |  | 4.38 |
|                               | • Making initial FORMAL greetings when introduced to individuals   | 4.33 | • Rules of etiquette in the deployment region   |  | 4.38 |
|                               | • Using military-technical vocabulary to train local civilians or military personnel on military or technical topics | 4.30 |   |  |      |

Note. Language and culture items were rated on the following scale: 1 = *No emphasis*, 2 = *Slight emphasis*, 3 = *Moderate emphasis*, 4 = *Considerable emphasis*, 5 = *Extreme emphasis*.

## APPENDIX O: COMMENT CODE DEFINITIONS

SOF operators and leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.* All comments were content analyzed and common themes extracted. The resulting themes are provided below, with a definition of each theme and verbatim exemplar comments that illustrate the theme. For more information about this study's content analysis process, please refer to the *Methodology Report* (Technical Report # 2010011002).

Note: Exemplar comments are presented verbatim and are uncorrected for spelling and other mistakes.

### Culture topics on which to place more emphasis

- History of target region (e.g., political history, conflicts with other tribes, groups, cultural anthropology)
  - *Definition:* This code applies to any comment that says knowledge of target region, including political history, historical conflicts, or other historical information should be emphasized or more emphasized during language/culture training.
    - “Much of the language and culture training I have received has been general in nature and focused mainly on regional customs. What I have found from several deployments is the need to understand the regional political history as well. It gives a background for why people feel the way they do about the diverse populations and U.S. presence.”
- Target region's culture (e.g., customs, norms, taboos, religion)
  - *Definition:* This code applies to any comment that says the target region's culture, including customs, taboos, faux pas, and religion, should be emphasized or more emphasized during language/culture training.
    - “Most popular sports and entertainment”
    - “Eating manners, introductions, what is and isn't taboo, and also an understanding of local media”
    - “Religion is ultimately what becomes the reason for action and should be studied more as a target and in the target language. Any PC attitudes need to be broken down to get to a thorough analysis of why individuals act the way they do according to their religion.”
- Current situation in target region
  - *Definition:* This code applies to any comment saying that current political, economic, or diplomatic situations in the target region should be emphasized or more emphasized during language/culture training.
    - “Language and cultural training should focus on current events of the AOR. This will provide both language proficiency and situational awareness of current political/diplomatic issues”

### Social interactions on which to place more emphasis

- Conversational skills (e.g., social interactions, nonverbal communication)



- *Definition:* This code applies to any comment about the need to train conversational skills, including nonverbal communication (e.g., gestures).
  - “Teach me to make small talk”
  - “Verbal communication is important but non-verbal communication may be equally important. Some research indicates that non-verbal communication makes up the majority of communication on the whole. / / Using wise non-verbal signals and displaying respect are both universal elements for communications across most all cultures.”
- Emphasize culture over language if interpreters are available
  - *Definition:* This code applies to any comment that says if interpreters are available to the team, culture training should be emphasized or more emphasized during training.
    - “Focus on cultural training over language training if interpreters are available. Interpreters cannot help me from offending someone due to my cultural ignorance, but they can help me communicate to meet my mission.”
    - “Cultural understanding is more important then language. Terps can make up for language.”
- Communicative approaches related to mission (e.g., tactical questioning or communicating with locals, giving commands)
  - *Definition:* This code applies to any comment that says communicative approaches that may be used on missions (e.g., tactical questioning) should be emphasized or more emphasized during language/culture training.
    - “IT COMES DOWN TO THIS, WE DEAL WITH PEOPLE WHO ARE POORLY EDUCATED AND LEARN LANGUAGE IN AN ISOLATED TRIBAL SOCIETY, WE MUST BE ABLE TO COMMUNICATE AND UNDERSTAND THEM IF WE ARE TO SURVIVE AND WIN. THE AVERAGE GUY IS OUR TARGET AUDIENCE.”
    - “Training for tactical situations and training military forces are most important, followed by situational awareness and building rapport with locals.”
    - “Language training needs to be focused on KLE's and training HN forces”

### **Language-related content on which to place more emphasis**

- Vocabulary related to mission (e.g., political terminology, military terminology, street language, slang)
  - *Definition:* This code applies to any comment that says vocabulary related to missions (e.g., political terminology) should be emphasized or more emphasized during language/culture training.
    - “Would like to see an option for specific medically-oriented coursework.”
    - “The use of tactical terms and terminology.”
- Focus language training on tasks appropriate for a given level of proficiency
  - *Definition:* This code applies to any comment that says language training should emphasize or place more emphasis on tasks appropriate for students’ proficiency levels.

- “Level 1, 2 proficiency best focused on tactical tasks and situational awareness. Leaders/level 3 best focused on meetings, negotiations, deliberate collection, nuances in conversation, etc.”
- General knowledge of target region and/or populace
  - *Definition:* This applies to any comment that says language training should emphasize or place more emphasis on general target region knowledge. This should *not* be applied to comments that make specific reference to a target region’s history, culture, or current situation.
    - “Knowing your operational environment is key to success”

### **Content/topics on which to place less emphasis**

- Culture
  - *Definition:* This applies to any comment that says cultural topics or culture in general should not be emphasized or less emphasized during training.
    - “We are supposed to select our SF Operators based on their ability to make mature decisions and be able to understand their operational environment. With this ability culture training should be minimized, but not taken for granted. Most of our Soldiers understand the cultural nuances and are able to work with these. If they don’t have a complete understanding it is acceptable because there are other individuals on the team that will understand and help”

### **Language modalities on which to place more emphasis**

- Listening skills
  - *Definition:* This applies to any comment that says listening skills should be emphasized or more emphasized during language/culture training.
    - “...Speaking and listening should be the main emphasis...”
- Speaking skills
  - *Definition:* This applies to any comment that says speaking skills should be emphasized or more emphasized during language/culture training.
    - “More listening and speaking.”
    - “Speaking in general. We don’t get enough practice to become comfortable speaking with people in a foreign language. Much of language training is being comfortable speaking. That builds confidence.”
- Reading skills
  - *Definition:* This applies to any comment that says reading skills should be emphasized or more emphasized during language/culture training.
    - “... More emphasis on...basic reading...”

### **Language modalities on which to place less emphasis**

- Reading skills
  - *Definition:* This applies to any comment that says reading skills should not be emphasized or less emphasized during language/culture training.
    - “More emphasis on speaking and listening as oppose to reading and writing”

- Writing skills
  - *Definition:* This applies to any comment that says writing skills should not be emphasized or less emphasized during language/culture training.
    - “Do not teach reading and writing...”

### **Training methods on which to emphasize language/culture training**

- Immersion opportunities
  - *Definition:* This applies to any comment that says immersion opportunities should be emphasized or more emphasized during language/culture training.
    - “Immersion of some type. many of the new team members speak the language and understand a little bit. It is not until they are immerse where they truly become one with the target language. I know funding and time is not our friend, but some type of immersion training would help these SOF guys out.”
- Integrating language and/or culture training with other training (e.g., situational training)
  - *Definition:* This applies to any comment that says integration with other training should be emphasized or more emphasized during language/culture training.
    - “Conduct PT in target language”
    - “Incorporate language training with tactical training mirrioring our CONOP with students that understand the language”
- Spend time with diverse native speakers (e.g., different genders, ages, different accents and dialects, etc.)
  - *Definition:* This applies to any comment that says spending time with diverse native speakers should be emphasized or more emphasized during language/culture training.
    - “A simple dinner out setting with a native who can discuss what message is being sent by various behaviors.”
- Activities to emphasize during training (e.g., news broadcasts, telephone conversations)
  - *Definition:* This applies to any comment that says a specific language or culture learning activity should be emphasized or more emphasized during training.
    - “SOLT is very canned and does not do a good job preparing students for long reading/listening comprehension. The cirriculum should include more conversation and news.”

### **Amount of language/culture to train**

- Emphasize enough language/culture basics to function and not offend (e.g., survival skills)
  - *Definition:* This applies to any comment that says language/culture training should emphasize enough language and/or culture basics for SOF operators to function and not offend in the target region.
    - “having to use the language to survive, putting them somewhere where they have to fight through the language barrier or they will get nowhere”

- Emphasize enough language/culture to build rapport
  - *Definition:* This applies to any comment that says language/culture training should emphasize enough language and/or culture for SOF operators to build rapport with natives in the target region.
    - “Leveraging cultural understanding and language capability to build rapport.”
    - “I feel it's extremely important for the guys to be well versed in language and cultural training for the area. Most foreign nationals believe Americans to be arrogant and imposing, but when we show that we've taken the time to learn their language and culture it does tons to break down negative stereotypes and assists greatly in achieving true rapport which of course provides for your on safety”
- General statement of language training importance
  - *Definition:* This code applies to any comment that generally suggests that language training be emphasized or more emphasized, either in comparison to other training or in general.
    - “Language training itself needs to be emphasized - currently language training is given lip service but falls second fiddle to everything else on the plate.”
- General statement of culture training importance
  - *Definition:* This code applies to any comment that generally suggests that culture training be emphasized or more emphasized, either in comparison to other training or in general.
    - “More is always better with cultural training”
    - “Understanding the cultural aspects of life in the target area is more important than mastery of the language. A cultural understanding of the target area greatly enhances the credibility of the individual even if the language skills are elementary.”

### Not related to question

*Definition:* These codes are used for comments that are not related to the topics, language modalities, or methods that should be emphasized in language/culture training.

- Testing
  - “forget about the DLPT and focus on applicable language skills”
- Monetary incentives
  - “...Pay for 1/1 DLPT score will motivate Language proficiency...”
- Command support comments (e.g., accountability, providing on-duty time to train, promoting importance)
  - “Operators/Students should be allowed to concentrate on learning the language/culture free of other distractions.”
  - “Command involvement is the key to generating a quality language program”
  - “Command emphasis directing specific results are needed to make language policies successful.”

- Language training suggestions (e.g., SOCOM linguists should teach operators, make language requirement MOS-based so language code stays with operator)
  - “Need to focus more on developing those who already show a propensity for languages and have already attained 1/1/1 or 2/2/2 on their own in order to develop the 3/3/3 linguists that the SOCOM CDR wants. / Focus on the next war and train more proficient linguists in Chinese.”
  - “direct engagement with institutions of higher education will enhance this aspect not possible in any other way”
  - “Having on-line language training software would allow all personnel to participate in the training.”
- General language training experiences
  - “Length of training seems to be an issue for those trying to maintain proficiency. The general trend I noticed is that those with 6 months or less of training weren't able to maintain long after the course ended while those with a full year of training required minimal proficiency studying on their own and were able to maintain proficiency in that language - usually at a minimum 2/2 level from those I've worked with - for years after their training.”
  - “Align language received in initial training to follow-on orders. I am a French speaker but instead of being assigned to AFRICOM, I am assigned to CENTCOM with zero language ability in this AOR.”

## APPENDIX P: USASOC VERBATIM COMMENTS

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

### ARSOF operators

- All SOF personnel need to read at least one book about their AOR. This can even be fiction, or better yet, historical fiction. (e.g., "Whirlwind," by James Clavell, etc)
- All the basic man/woman would be doing, we talk mostly to the village elders the most, not the officials(mayor, governors) etc...
- Allow personnel to receive training that will allow them to succeed in the target region rather than testing on subjects that are irrelevant to the mission. DLPT 5 is the biggest failure exam in preparing ODA members for mission tasks when in the target region. You spend more time studying for the correct grammar rather than having the ODA member study in listening and speaking in order to give commands for training and combat
- ANYTHING NOT TO LOOSE RAPPORT
- considerable time should be spent on using intended terms i.e., military training terms.
- Create a mindset of combined operational environments vs the US is in the lead directing local national XX to do something. Build a 50-50 approach on how we learn languages and culture vs trying to get something out of those we are interacting with. I noticed some of the US in the lead mindset in the various topics on this survey.
- Cultural awareness is the KEY to gain interest from locals...
- Cultural training is inherent to the language training.
- Culture, no language.
- IMMERSION TRAINING!
- emphasis should be placed on teaching and instruction for the missions teams complete and not by what the instructor thinks we will actually need to know
- Everyday conversational speaking needs to be emphasized. I have never talked to soldados about their political views, its not my place.
- FOCUS ON MILITARY-TRAINING SPECIFIC LANGUAGE. Don't worry about testing us on whether we can interpret a poem. Drop the DLPT and come up with our own SOF-training/FID specific language test.
- Focus on the AOR.
- Have soldiers learn the actual language they are going to use
- I think everything needs to be covered. Eating manners, introductions, what is and isn't taboo, and also an understanding of local media. What makes these people laugh? What makes these people scared? These are the things I would like to know before I deploy.
- IF YOU ARE GOING TO ADD A TASK, TAKE ONE AWAY!
- immersion

- IMMERSION FOR EVERYONE IS THE KEY TO SUCCESS!!
- immersion would be the best sort of training to conduct to get the best quality and understanding
- Incorporate language training with tactical training mirroring our CONOP with students that understand the language
- Immersion of some type. many of the new team members speak the language and understand a little bit. It is not until they are immersed where they truly become one with the target language. I know funding and time is not our friend, but some type of immersion training would help these SOF guys out.
- IT COMES DOWN TO THIS, WE DEAL WITH PEOPLE WHO ARE POORLY EDUCATED AND LEARN LANGUAGE IN AN ISOLATED TRIBAL SOCIETY, WE MUST BE ABLE TO COMMUNICATE AND UNDERSTAND THEM IF WE ARE TO SURVIVE AND WIN. THE AVERAGE GUY IS OUR TARGET AUDIENCE.
- It is essential for deploying operators to understand the current and past political/cultural environments of deployment location.
- It is possible for certain individuals to fail to grasp the language of the unit's AOR though function successfully with the aid of an interpreter.
- Knowing and better understanding of the culture.
- Knowing enough of the language and culture to talk to individuals to build rapport and not be offensive.
- Knowing your operational environment is key to success
- Language training should be more of a priority from the command
- LINGUISTS NEED TO BE ASSESSED AND THE RIGHT INDIVIDUALS TO TEACH OPERATORS. SOCOM LINGUIST FOR EACH SPECIFIC TARGET COUNTRY MUST ATTEND LANGUAGE AND CULTURAL TRAINING IN THE TARGET COUNTRY. ONCE TRAINING IS COMPLETE, LINGUISTS GOES TO SPECIFIC GROUPS AND TEACH OPERATORS.
- Local humor is never hit upon until I ask about it.
- Longer language course
- More is always better with cultural training.
- More listening and speaking.
- More of it.
- Much of the language and culture training I have received has been general in nature and focused mainly on regional customs. What I have found from several deployments is the need to understand the regional political history as well. It gives a background for why people feel the way they do about the diverse populations and U.S. presence.
- ok screw this you really wanna know why we don't maintain our language is because we never have the time. I'm not gonna work for 10 hours a day to go home and study for four hours. that is just stupid. Its crap like this survey that eats up all of our time. So far I have spend 45 minutes on this survey and it does not look like its gonna stop anytime soon. Someone came up with this survey to figure out how to make us learn the language better. This survey is only one of hundreds of idiotic things that always gets pushed down on us that eats up our time. I could have spent this time studying my language. But like always, this stuff just eats up our time.

- Real time emersion.
- real world situational training that applies to what we would actually be doing in said environment
- Research on the web of the country
- Survival skills and street language instead of training for a DLPT
- Take in to account that the DLPT does not accurately reflect the soldiers ability to communicate in his AOR.
- The arabic language is a diverse language with many dialects. Modern Standard Arabic is a good base line, but does not achieve the desired affect. To truely understand the language is a lifetime's work.
- THE LANGUAGE AND CULTURE TRAINING WILL DEFINITELY INCREASE YOUR CHANCES OF MISSION SUCCESS.
- The pace of the training needs to be realistic. In the Q-Course we basically got cheated out of our language because of the new "modular" system that worked so well...
- The reason my attitude numbers are low is because it is futile for me to take away from my mission focus IOT attempt to sustain my assigned language when I have not and will not be using it anytime soon. Each deployment requires a different language; none of which are Arabic.
- Time must be made for language and culture training. All language/culture training I have received has been during non-duty hours and personal time.
- to refer to a previous question: / 1/1 is not the standard. It may be the standard for out of the q-course. but that is NOT the standard. If we are behind on shot records people act like its the end of the world. We get threats if someone doesn't have smallpox - an all but extinct threat which Korean MAY have, but which in terms of real risk is rediculously low. However, if the whole team comes back with 0,0 on the DLPT we all know it means nothing. Mostly because the test is so horrendous at measuring our actual skill, but also because of an over reliance on interpreters and a surity of the status quo. 1,1 is NOT the standard.
- We just need the reralize the importance of it for our jobs
- We need to speak like the village elder would speak, because the DLPT is to advance and formal that it not not for the troops on the ground accomplishing the mission
- What we want is cultural EXPERTS. We will only get this through programs like "AF/PAK Hands" where you let me deploy from 3 to 5 years...
- When doing language training it invariably crosses into cultural training which we also emphasize prior to deployment.

#### *ARSOF leaders*

- You want to make the best SOF Detachments possible...1 or 2 Team members need to be from these Countries. I know there is a program but what needs to happen is to identify foreign Soldiers and incorporate them into our Teams. For example...if I had 1 or 2 Iraqi Soldiers (now naturalized a US Citizen) on my Team...then I would not need an interpreter...they could help the whole Team learn the language and the culture...every day?internal without outsourcing this capability with CATI/II/III interpreters or O9Ls. Would also support certain operations forward that we have significant difficulties with right now.



- With the NG time is always a constraint, we do most of our work on our own time since we are not on the Army clock for pay 24/7. We use interpreters since we don't have the ability to train in a language and become as proficient as we would like. / Necessary phrases, words, orders and commands are what we can best try to obtain and use.
- While everything is important, you only have enough time to focus on a few things. I believe how you interact with your counterparts (understanding their language and culture) is the most important. We need to understand what it is that they want not so much to tell them what we want.
- We all understand cultural differences.....I picked that up on my first deployment and have mastered it in my 48th month deployed in support of teh GWOT. What I need isn't more cultural training. What I need is language training.
- Units train on what they need to train on considering the time, resources they have at hand. They are the ones in harm's way, not staff officers, and subsequently put more effort into this than has been conveyed in Tampa.
- Training emphasis should be on speaking and listening with a focus on mission essential vocabulary and situational survival in target language
- Training curriculum must be focused tightly on the tasks required for operations. With limited training time available, this means making difficult choices, and sacrificing some training. As the missions evolve, the training must quickly evolve as well. If the curriculum is the same 2 years in a row, we are likely not evolving quickly enough. Language training requirements must be derived from the "bottom-up"-- with language operators driving the next curriculum.
- Three possible solutions to meet the interim and Stretch requirements: / 1. Change the requirement in the SF Pipeline to meet the interim language goal (each Soldier will be a 2/2/2 prior to assignment to a SF Group). This will then provide a pool of qualified SF Soldiers from which to pick individuals to attend advanced language training (which should require less time as those soldiers level of proficiency is already higher) to reach the Stretch goal. / 2. Provide more dwell time and a clearly defined Green, Amber, Red cycle with individual and collective training timelines with minimized training distracters or other outside tasking (Change of Commands, Faces of SOF, Computer Based Training) in which the leaders can maximize training time without losing a team member for 3-6 months to meet some new requirement. / 3. Assign / attach linguists to the ODAs starting at the pre-mission training cycle through deployments. The linguists need a security clearance, however unlike 09Ls, they do not need to be a local; the interim and stretch goals ask the Special Forces Soldier to do these duties and normally they are not locals ? so there is no reason the interpreter needs to be a local. / / In my opinion, none of these solutions is a fix by itself to the challenges faced by the interim and stretch goals, but a combination of these will work until we can get the language readiness back to where it should be. Some of the considerations for the combinations and the duration of the plan should be based on, but not limited to, the language and or number of languages required per Group / Organization, the time needed to train Soldiers to the level in that given language and the Enduring Presence Operations.
- This depends on what the Commander deems important. If a commander has a system in place i.e. interpreters, and 09L, etc. then the language training emphasis goes down the tube. Or it he

Soldier/Operator know that he is going to deploy to a location and he has 4 or 5 interpreters at that location at his disposal for any situation and mission then that Soldier is not going to put any emphasis on the training.

- The use of tactical terms and terminology.
- The teaching of the language should stick to the basics but the PE should cover a whole array of topics with discussion.
- The only way to really understand the language and culture is immersion. Send more operators to DLI or deploy more operators on extended in country LETs.
- The main issue is not resources. The main choke point for language training is time. Everyone on my team is more than willing to continue learning, but there is always something that comes up as more important than language training. We have limited white space, and when we fill it with something such as language training, it is considered as a 3rd tier event that should be conducted on your own time. This is extremely contradictory due to the fact that we spent 6 months studying in the Q course.
- The language is way more important than just culture. The language teaches you about the culture and how the culture thinks. Culture training by itself is too limiting
- The key is leadership. SOCOM published guidance and commanders at all levels are not providing the emphasis nor time to meet the requirements. Soldiers at the team level are overwhelmed with other requirements that prevent them from focusing on language. It is critical to prioritize what the priorities are and this must be done by commanders. If everything is priority, then nothing is priority.
- The instructors must focus on important phrases and words for the un-proficient student in that language. Learning pronouns does nothing for a detachment getting ready to roll out the door on a deployment.
- The current Operational Environment does not have Operators going down town to a cafe to solicit information. We are attempting to utilize our FID partnership forces to take authority in all aspects.
- Stop talking about language training as if it were a separate, stand-alone function. It has to be part and parcel of all training events.
- Special Forces operators must know the language and culture of their primary AOR. This is not only an operational requirement, but an obligation we make to these Soldiers when we ask them to volunteer. ADM Olson's intent is valid and necessary. Additionally, language training is only one facet of many attributes that must be associated with a SOF operator. SOF operators inherently interact with senior partner nation leaders or influencers. However, how many operators understand the political situation of a region and how it will impact their mission? A focus on international relations with concentrations on strategic concepts and security would be a worthwhile tool for all SOF operators. The result will be a better educated operator that can provide a better assessment of the operational area.
- Speaking in general. We don't get enough practice to become comfortable speaking with people in a foreign language. Much of language training is being comfortable speaking. That builds confidence.
- Soldiers need to be capable of communicating at the operational level using the local dialects.

- SOF needs to decide if it is going to take language training seriously or not. Right now, my unit cannot function without an interpreter. If the command wants this to change, LET is essential and should be integrated significantly into initial language training and LET opportunities should be provided at regular intervals for SOF operators.
- SOF Language Training should be focused on making SOF operators more proficient at operating in the local environment. Anyone can learn cultural taboos/customs and generic phrases. The ability to truly understand the local culture and language and use that to gain information to enhance operations is the realm of culture/language that SOF needs to exist in. We cannot be successful at "By, With, and Through" style operations if we do not understand our allies or our friends. Local culture and language, rather than diplomatic or research level culture/language, is what makes SOF more effective.
- sociological aspect of local religion
- Resources (money, facilities, instructors, etc) per se are not as great a challenge as simply having the time in your unit training calendar with which to conduct the level of language training you would want to conduct.
- Religious beliefs of individuals in the deployment region / History of conflict in the deployment region (e.g., religious conflicts, land wars) / Current political situation in the deployment region / Customs, conventions, and norms for behavior / Rules of etiquette in the deployment region
- Re-enforce the language the Soldier is trained in and keep it consistent. Continually training the same individual in multiple languages achieves nothing in the end.
- Real SOF operators must learn to translate ideas/concepts rather than just words. Language reflects logic systems and it's vital to understand the logic systems in a given culture if we intend to influence them. More emphasis should be placed on understanding the logic inherent in the language and to recognize how it contrasts with ours.
- Operators/Students should be allowed to concentrate on learning the language/culture free of other distractions.
- Operational and force protection
- None... Even a soldier is trained in one language, he might be assigned to a unit with a different language and culture. The instructor brings his or her own culture to the class.
- More on commands.
- Maintaining proficiency in a new language can be accomplished with immersion training, weekly language classes at the unit level and occasional studying by the Soldier. The issue that will always come up is that someone has to support missions outside of the AOR and that is something that we will just have to deal with and those individuals will have to work harder to maintain proficiency.
- Leveraging cultural understanding and language capability to build rapport.
- Language training should focus on listening and speaking conversational vice technical topics
- Language training needs to be tailored to the MOS of the Soldier receiving the training. Not all MOSs need to learn the same vocabulary.

- language training needs to be conducted as a primary training event. The current attitude is to fit it in if possible. The command needs to make language a priority if it wishes to increase proficiency
- Language training itself needs to be emphasized - currently language training is given lip service but falls second fiddle to everything else on the plate.
- Language is very important and I think that if our OPTEMPO reduced...we would certainly conduct more of it.....
- Language capability and training is important. However, language training takes time. We already do not have enough time and resources to train on the tasks we need to fight and win in combat. I think too much emphasis on language will degrade a unit's capability to fight and win. However, unit's must have some organic language proficiency.
- It's not for everyone. Find those that WANT to do better and give them immersion training, not language lab training.
- It should be restricted to speaking and listening skills only
- It is difficult to juggle support requirements, taskings, professional development schools, PMT and language training. Language training is important, but the one thing we run out of is time.
- In my opinion, language training is currently something the command views as a personal responsibility. The Army and the family are both greedy institutions with respect to time. With that said, language training should be executed during work hours when leaders can control distractions and time. The key to building language proficiency for the unit lies with the different levels of command and the way they approach the problem. The unit should have a language training program in place and a way to track the unit's progress. Getting Battalion and Group emphasis on the problem and also holding Commanders responsible for their unit's failure to maintain proficient linguists is a good first step.
- importance of rank structure and how each are viewed.
- I'm SF's biggest exponent of language. I hope we can fix this.
- If a Soldier/Sailor/Airmen is assigned to a duty / AOR that does not line-up with their control/trained language, then some sort of language training has to be conducted to begin preparing for such an assignment.
- I'd recommend being able to tell a few jokes appropriate for various audiences. It is a MAJOR ice breaker and shows an effort on our part to WANT to connect.
- I think there needs to be a distinction made between Culture and Language training. It's far more important to know the culture than the language. You can have an interpreter/translator speak and listen for you but they can't act for you. Actions as simple as how you shake a man's hand or whose hand you shake first can have huge consequences that can decide the success or failure of the mission.
- I highly recommend language immersion training.
- forget about the DLPT and focus on applicable language skills
- Food, appearance, dress, education, government...
- Focusing on talking about my family and where I am from, although it is an easy start to any language, does not provide me with much operational vocabulary. BC of the way we in SF collect intel, having the ability to interact with people who operate in areas we would have

operational interest requires a different type of vocabulary - including crude slang, swear words, and local jargon. Also soldiers in all army's build rapport in pretty much the same way - by smoking and joking about typical soldier issues. This vocabulary need was never addressed in my language training.

- Focus on cultural training over language training if interpreters are available. Interpreters cannot help me from offending someone due to my cultural ignorance, but they can help me communicate to meet my mission.
- Focus on building rapport and conversational language. Everything else will follow from having these skills.
- FIX THE DLPT! Language training should stay in tune with SF guys "jack of all trades" utility. Over emphasis and directed focus on too miopic of an arena will ultimately not empower our Operators to be the most proficient operators they can.
- FID
- emphasize speaking, most of the time we focus on listening and reading and the speaking part is pushed to the side.
- Emphasize "pop" culture in the host country as well as the slang to support it.
- Emphasis should focus on the particular regional dialect and education level of units to be partnered with.
- Emphasis should be placed on verbal commands used in a tactical situation. For example; stop, show me your hands, drop the weapon ect. Words that can be used to reduce the risk of unnecessary violence due to lack of understanding.
- direct enagement with insitutions of higher education will enhance this aspect not possible in any other way
- Dialects
- Detachments should conduct this internally as part of mission planning.
- Designate a week day for foreign language speaking. / Conduct PT in target language. / Mission briefings conducted in target language.
- Currently working in a TDA assignment with limited requirements/opportunities for language training and use.
- Culture and language.
- Cooking
- Conversational skills
- conversational proficiency. In every day life, nobody talks the way the DLPT V passages go. What you end up having is soldiers trying to study for the test, rather than learn a language for use in their normal life and duties while deployed.
- Confident everyday speakers who are cultrally savvy / More emphasis on everyday talk and basic reading / Writing is not so important / Immersion with units you work with / Ditch DLPT type learning and testing and focus on true functionality / Recruit more Lodge Act type individuals / Remember that most AOR have more thenone language to focus on / Give ownership to the lowest levels
- Command involvement is the key to generating a quality language program
- College and/or university level instruction

- CLP training or advanced schooling at Monterey CA must occur to maintain or advance skill levels. Once a year for two weeks will not work. Every year I have been in SF my skills have decreased. Deploying to Iraq is a different dialect and is not the same as modern standard Arabic.
- Bottom line, training will not be effective when conducted at the unit (similar to distance-learning for ANCOC/Senior Leaders Course) / - school house or immersion is the best way to gain/maintain a language capability at our current OPTEMPO
- BLUF: Survivability on the battlefield must be the number one goal of the language program.
- Better performance or rating level before graduation and making these SM's operators
- Basic cultural truths, normal day-to-day cultural observances. / Less emphasis on "rules" grammar and more emphasis on the "meat" of language - Majority of Americans learn to speak English by listening, reading, writing, and hearing it everyday occurrences i.e. immersion
- As presently constructed and executed, post-initial language training is, at best, poor. As for my recommendations, I refer you to my previous comments respecting battalion-level language labs. In addition, efforts should be made to incorporate language and cultural training in as many pre-deployment training events as possible to promote language proficiency sustainment/enhancement.
- Allow time for soldiers to train.
- Align language received in initial training to follow-on orders. I am a French speaker but instead of being assigned to AFRICOM, I am assigned to CENTCOM with zero language ability in this AOR.
- Again, these comments are my observation while assigned to the school house and not an operational unit.
- again - need to relook our language posture and future requirements...more South Asia languages. More emphasis on cultural training / understanding to include social sciences and social networks. Culture is more important than specific language capability and easier to maintain.
- - Can &/or revamp SOLT. / - DLI for MSA. / - Mandate language immersion IOT ensure blocked time for units and leaders to "re-blue" their skills. / - Pay for 1/1 DLPT score will motivate Language proficiency.
- Speaking the language, reading body language and shooting first asking questions later

**APPENDIX Q: AFSOC VERBATIM COMMENTS**

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

*SOF operators*

- Favorable and unfavorable words/sayings.
- Immersion, Immersion, Immersion

*SOF leaders*

- Always evolving. The skill must be maintained

**APPENDIX R: MARSOC VERBATIM COMMENTS**

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

*SOF operators*

- whats useful, focus it on writen and spoken communication, not on test taking or academic perfection, slang is much more useful

*SOF leaders*

- Would like to see an option for specific medically-oriented coursework.
- Language training needs to be focused on KLE's and training HN forces



**APPENDIX S: WARCOM VERBATIM COMMENTS**

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

*SOF operators*

- most forms of training are effective to sensitize operators prior to deployment. there are thousands of lessons learned captured, some of the most important should be incorporated into pre-mission training.

*SOF leaders*

- differences in dialects. Tribal / regional / national differences and biases
- dialect, etiquette and normal social behavior are the most important. Resources we have are adequate but time available is not. There are so many constraints placed on a SEAL platoon as far as requisite qualifications that must be resident in one platoon for the platoon to achieve C1 deployable status that it is impossible to achieve them all. In selecting the quals to get, platoons generally leave language for last because it is the hardest to develop and takes the most time.

## APPENDIX T: USSOCOM HQ VERBATIM COMMENTS

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

### *SOF operators*

- casual conversation to build initial rapport with the PN military and police.
- Cultural Training
- Everything already covered
- Give us the material and it will happen.
- I feel it's extremely important for the guys to be well versed in language and cultural training for the area. Most foreign nationals believe Americans to be arrogant and imposing, but when we show that we've taken the time to learn their language and culture it does tons to break down negative stereotypes and assists greatly in achieving true rapport which of course provides for your on safety...
- Language and cultural training should focus on current events of the AOR. This will provide both language proficiency and situational awareness of current political/diplomatic issues
- Language training should be LONGER
- Length of training seems to be an issue for those trying to maintain proficiency. The general trend I noticed is that those with 6 months or less of training weren't able to maintain long after the course ended while those with a full year of training required minimal proficiency studying on their own and were able to maintain proficiency in that language - usually at a minimum 2/2 level from those I've worked with - for years after their training.
- Making professional training decisions and control of those being trained
- Our people deploy to so many different locations that training is most effective when it focuses on issues related to cultural anthropology that gives operators the basic concepts related to tribal societies and conflict resolution. There is a lot of overlap in these areas between cultures. Focusing on cultural anthropology would maximize training benefits.
- Remember that there is a huge difference between the DLPT IV and the DPLT V. The DLPT IV is a reasonable test that the average non-native speaking student can master. The DLPT V is a professional level test that many native speaking language instructors are unable to master. It requires college level fluency in both the target language and English. In order to score well on the DLPT V you need to have an extensive vocabulary in both the target language and English, be able to make deductions based on the speaker's tone and inflection, and have a solid understanding of the foreign culture. If you are going to hold soldiers to a 2/2 or 3/3 standard then you really need to evaluate the level of difficulty associated with the DLPT V and determine why it changed so dramatically from the DLPT IV. I suspect there is a story behind it because a change that significant does not happen by accident.

- situational training (i.e. the Situational Urban Reaction Facility used in Freedom village in CP Mackall, IVO Ft. Bragg) was excellent both for language, culture and communication training.
- There isn't enough time to squeeze in Language training, you want us to deploy, train, go home make our marriages to work, when we are home you make us go to schools that last for two to three months, you must stream line all training to give ODA members time to do it.
- Time

*SOF leaders*

- While there are plenty of training resources available, the one that is lacking the most is time. It's all about the time, and we do not have enough of it.
- Training for tactical situations and training military forces are most important, followed by situational awareness and building rapport with locals.
- Speaking, speaking, speaking
- Immersion after language school is the best for the personality types in SOF, if possible, send a team or parts of a team together to immersion so the professional and social click can reinforce upon their return.
- Having to use the language to survive, putting them somewhere where they have to fight through the language barrier or they will get nowhere
- Emphasis is fine as is.
- Create more flexibility by taking a hard look at how much time is really needed to achieve the basic level of proficiency we want the majority of our entry-level operators to have.
- Be carefully adding a new degree of training to the boys plate...find a way to make it a part of their daily regiment...no additional time away or we could end up with bigger problems.

## APPENDIX U: OTHER SOF ORGANIZATIONS VERBATIM COMMENTS

SOF operators and SOF leaders provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

### *SOF operators*

- "al taquia? - to lie to the infidels for the sake of promoting Islam
- Accent body language
- Cultural understanding is more important then language. Terps can make up for language.
- customs and courtesies
- Do not teach reading and writing. Speaking and listening should be the main emphasis. Stop teaching for the DLPT, we need to know how to ask about operations and weapons, not bathrooms and meals.
- Giving the students time to learn and retain it. A 6 mos course in Modern Standard Arabic just barely touches the surface in being able to talk, listen and read. Have refresher training in those languages that require more emphasis and for those that maintain less than a 1+/1+/1+
- I believe immersion will help the guys understand how to use thier language, because most learn the lang but believe they can't really speak untill they are place on a mission to that area and by that time they've lost half of what they know. Every I know who has used thier lang in the AOR has excelled and took an additional special interest in improving thier level of proficiency
- Language training - control or directive language is not as important - sheeps and wolves are readily apparent. / Language training is not the same as cultural training, but the too do have a strong correlation. / Understanding Arab or Afghan culture, the arab war of war, Islam, and culture are critical to mission success.
- LESS EMPHASIS ON A COFFEE ROOM SETTING AND MORE EMPHASIS ON TACTICAL QUESTIONING
- Make the language requirement MOS based, not position based, so the language code stays with the person, even when away from SOC
- More emphasis on speaking and listening as oppose to reading and writing
- Speaking
- There is too much focus at the Language School on political terminology. Understanding the culture is more important than ability to say political terms. The DLPT also has this problem.
- We are supposed to selcet our SF Operators based on their ability to make mature decisions and be able to understand their operational environment. With this ability culture training should be minimized, but not taken for granted. Most of our Soldiers understand the cultural nuances and are able to work with these. If they don't have a complete understanding it is acceptable because there are other individuals on the team that will understand and help. / / Language training needs to be focused. Time and effort need to be DEDICATED to the increasing proficiency in a language or building the initial capability.

- What motivates (psychology) local populace to want to do things. / Amount of influence of motivating factors money, fame, etc.

#### *SOF leaders*

- You can never have enough training on the culture and religion of the Afghans.
- We must think of language training in terms of "life cycle" management. Phase 1 = classic school room instruction to learn the language followed immediately by: Phase 2 = Immersion to apply what you learn in the classroom in a real environment IOT cement what you learned in Phase 1; Phase 3 = maintenance training which includes shorter periods of both classroom and immersion. Though should be given to those who work in HQ units...there needs to be some kind of program to help them maintain their skills while they sit in a staff job for some 2-3 years - and "self-study" isn't the answer..that is just a BS fig-leaf of an answer. / / Bottom line: Language training is expensive and time consuming - we need to get serious with resourcing or accept the status quo.
- Watching the news and telephone conversations.
- verbs
- Understanding the cultural aspects of life in the target area is more important than mastery of the language. A cultural understanding of the target area greatly enhances the credibility of the individual even if the language skills are elementary.
- Training should focus on conversations and listening. Current training focuses too heavily on DLPT questions and memorization.
- This survey is redundant. We are limited bandwidth. Stop repeating questions. Send PSYOP officers to language school.
- target language negotiation training based on the target culture is essential. Not translated negotiation training from negotiation classes steeped in western cultural norms.
- Role-specific. Level 1, 2 proficiency best focused on tactical tasks and situational awareness. Leaders/level 3 best focused on meetings, negotiations, deliberate collection, nuances in conversation, etc.
- Once again, the limiting factor is which language, school trained or required by the contingency, will be the primary focus? How much time does it take to learn a second language to the proficiency level I noted is required in the previous set of questions? Tough balance between requirements, time, resources, and risk. Better option may be to maintain current training, but hire a core of world class interpreters that can effectively operate across the full spectrum of SOF operations. The money saved in trying to gain and maintain language proficiency may be better spent on the world class interpreter training.
- Need to focus more on developing those who already show a propensity for languages and have already attained 1/1/1 or 2/2/2 on their own in order to develop the 3/3/3 linguists that the SOCOM CDR wants. / Focus on the next war and train more proficient linguists in Chinese.
- Increase the listening skills of the operators. During FID and UW listening is a far more important skill than talking. Too often operators want to talk and direct training of HN troops or militia and they rarely focus on the more important skill of listening to their HN counterpart. With attentive listening comes greater understanding and greater effectiveness of the words the SOF operator speaks. Listening to Radio and TV is very important, radio more so than TV because it

is harder and requires greater language skill. This training takes lots and lots of time and stern monitoring.

- Incentive pay is a great way to maintain and increase language abilities, but testing must be improved to truly give a measure of the language ability across the force.
- If we do not train operators to freely understand and converse in the target language, then the impact of semi-proficiency in a language is minimal to operations, to the point of wasting time without an interpreter.
- I think that the model for each SFODA to regionally focused has been a great idea in the past because you cannot be great at culture and language for the whole world because we have to focus our time on one area and culture. However, there is too much SOF work to be done in Afghanistan, Iraq and middle east right now for just 3rd or 5th SFG(A) Groups or their sister National Guard elements to handle. Thus in time of war I believe that a portion of students in the SFQC designated to go to every group who possess the highest DLABs should be required to go to the conflict AOR's language school. For example, every group regardless of AOR should have a portion of their SFQC students go to Pashtu and Arabic language school for their target language. When hostilities stop they should still require a portion to go to Arabic because every culture, even SOUTHCOM AOR has large Arabic subgroups and most of the Terrorist Extreme Groups speak this language because it is the native language of the Koran. The reason why the highest DLAB scores should be required to attend because they have the best natural ability to learn their unit's target language also on their own or with extra training.
- Having conversational skills is, in my opinion, the most important task to be trained on.
- getting, giving directions,
- Conversing.
- Command emphasis directing specific results are needed to make language policies successful.
- Body language and delivery of the verbal messages.
- basic understanding of language. greetings and simple phrases
- A simple dinner out setting with a native who can discuss what message is being sent by various behaviors.
- Most common vocabulary to listen and speak in an affective manner.
- Having on-line language training software would allow all personnel to participate in the training.
- Language is important but showing respect is more important. / / Treating others the way you wish to be treated goes further than language and I suppose this can be included in culture training. / / Verbal communication is important but non-verbal communication may be equally important. Some research indicates that non-verbal communication makes up the majority of communication on the whole. / / Using wise non-verbal signals and displaying respect are both universal elements for communications across most all cultures.
- Practice what you learn with people that speak the language
- Female and male relationships and family hierarchy and family norms

## APPENDIX V: OTHER SOF VERBATIM COMMENTS

Trainees currently in the SOF training pipeline, command language program managers (CLPMs), language office personnel, language instructors, and MI Linguists assigned or attached to a SOF unit/team provided comments in response to the following prompt: *Please provide any additional comments or recommendations you have on what should be emphasized during language or culture training.*

Note: Comments are presented verbatim and are uncorrected for spelling and other mistakes.

### *Currently in the pipeline*

- Cultural norms and why those norms exist in the local area.
- More conversational/listening skills. Students can read books on their own time. Students need to speak in the native tongue (or nothing at all) from the very beginning.
- We should stop doing the flavor of the month language school. We have people who have been taught languages that have no relevancy in the world and have dropped German which is spoken in most countries and is easier to learn than Arabic.
- Religion is ultimately what becomes the reason for action and should be studied more as a target and in the target language. Any PC attitudes need to be broken down to get to a thorough analysis of why individuals act the way they do according to their religion.
- Excerpts from an AAR I wrote on language training: / / "Give Marines a foundation for understanding the language by teaching the basics first. The type of material found in a 101 level college course would be appropriate. The goal should not be to teach Marines a limited amount of tactical phrases they might use in country, but rather to give them a framework on which to build an unlimited vocabulary of phrases they actually need." / / "Don't shy away from written Arabic. Intelligible pronunciation hinges on being able to understand the alphabet, and individual study of the language is severely hampered without the ability to use written material. It is not as difficult as commonly thought: with 2 hours of instruction, the gunner/driver Marines on my team learned and retained about half of the alphabet. After 5 hours of instruction, all could read and write their own names and places of birth."
- Teach me to make small talk. I want the ability to build rapport. I want the ability to negotiate. Interpreters will help me with hard tasks such as translating documents
- That language and culture are alive, one instructor's experience does not make hard and fast rules. Some instructors have not been in their home culture for over a generation.
- I believe cultural immersion is the critical component that is currently lacking from the SF language training program. A few weeks spent in the host country will surpass any lessons learned from the language program taught at Ft Bragg.
- Please refer to my previous comments to see my suggestions on other tools to provide information or purchase for soldiers.
- Offer vignettes of successes and failures during operations in the deployed region relating to culture and language (if not already done)
- Make the training as realistic as possible

*CLPMs/Language Office Personnel/Instructors*

- Teachers should include a topic which is known as "Strategic Linguistic Competence" which refers to the skill of knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Examples: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?
- Speaking the language, reading body language and shooting first asking questions later
- Practice what you learn with people that speak the language
- enough deliberate practice and feedback to give learners the requisite confidence to engage native speakers. Use native/heritage speakers in as many positions (instructor, role player, support roles) as possible to create opportunities for frequent person-to-person interaction.

*MI linguists*

- I firmly believe that speaking should be tested annually. Since graduating DLI, unless I am screening for a specific position, speaking is not stressed. We need to emphasize more on that because speaking is paramount in a SOF environment.
- Cultural training is more important than language. If you screw up culturally all language allows you to do is say "sorry", but you're set back all the same.
- Just make sure, the language training be taught by a native instructor who has a solid knowledge in the history and current situation of the region, also teach about customs and street language.
- more direct training for non-native speakers e.g., classroom classes where they can learn more of the pronunciation, meaning of words etc.
- What got me most at the DLI course was, if you didn't have prior language training before coming to DLI, you were pushed aside by those who did, to the point where I spent most of the course well behind the curve. No emphasis was put by the command or the schoolhouse in regards to teamwork, or tutoring by the stronger students. I managed to carry a 3.1 GPA through the entire course, but would have had a much better chance of success on the DLPT (especially listening skills) if the faster students had been allowed to move on without discounting the needs of struggling students such as myself. In the end, I felt DLI was a missed opportunity both for myself and the unit that relies on DLI to teach not just process the course.